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UNIVERSITY OF ALBERTA

FACTORS AFFECTING PARTICIPATION IN ELDERHOSTEL PROGRAMS

by

William John Stinson

A Thesis
Submitted to
The Faculty of Graduate Studies and Research
The University of Alberta, Edmonton, Alberta
In Partial Fulfillment
Of the Requirements for the Degree
Masters of Education
in
Adult and Higher Education
Department of Adult, Career and Technology
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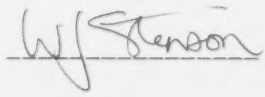

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **FACTORS AFFECTING PARTICIPATION IN ELDERHOSTEL PROGRAMS** submitted by WILLIAM STINSON in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in ADULT AND HIGHER EDUCATION.

Dr. D. Collett

Dr. T. Derwing

Dr. C. Montgomerie

Date: Aug 20/93

ABSTRACT

The purpose of this study was to identify the factors affecting older adult participation in Elderhostel programs. A questionnaire designed and used by Rice (1986) in her study of Elderhostel programs in Atlantic Canada was modified and distributed to 256 Elderhostelers in the Northwest Territories. Information was collected from 171 participants.

Socioeconomic factors of citizenship, age, sex, marital status, previous education, whether participants were accompanied and prior participation in Eldherhostel programs were examined. As well, twenty-eight additional factors were surveyed as motivators of participation. The questionnaire also surveyed course content and course location as influences to participation. Finally, the affect of the organizational and administrative structure of Elderhostel as it affects participation was studied.

Research regarding older adults and education appears to be increasing. Studies on Elderhostel participation have been conducted in Atlantic Canada and various parts of the United States. This research is the first to study Elderhostel participation in the Northwest Territories.

The findings of this study should be significant to Elderhostel and other organizations planning educational programs for the older adult. Programming by Elderhostel in the Northwest Territories continues to be far short of the subscription requested by the older adult. During the summer of 1991 when this research was conducted, there were 283 possible seats for Elderhostel participation. The requests for attending courses during this period numbered 649. Elderhostel Canada was thus able to respond to only 43% of the demand for Northwest Territorial course offerings.

By determining the motivational factors of participation, organizations and institutions may then be able to identify the needs and desires of the lifelong learner and modify their programs accordingly.

As the population of North America 'greys' there will be an increasing need to provide programming for this group. The concept of lifelong learning will become a reality. Educational institutions and organizations prepared to provide quality programming for the older adult will flourish.

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CHAPTER 1

INTRODUCTION

Approximately 20% of Canada's population is over the age 65. By the year 2015 the figure is expected to reach 30% (Devereaux, 1985). Yet of the 3.2 million Canadians involved in some form of adult education, only 4% are older adults (Devereaux, 1985).

One of the more successful educational programs developed for the older adult is Elderhostel. By 1988 over 160,000 hostellers had enrolled in programs offered in over 40 countries (ELDERHOSTEL CATALOGUE, Spring 1990). What is it about Elderhostel programs that appeals to the older adult population? Specifically, Elderhostel programs conducted within the Northwest Territories appear to be in high demand.

As the older adult population increases, its participation in educational programs will have an impact upon institutions. Courtenay (1989) identified two factors suggesting the importance of education for older adults. His first factor recognized that the proportion of adults aged sixty-five and over in Canada continues to rise faster than other age groups. The older adult population has increased from 8 percent in 1976 to 11 percent in 1986 and by the year 2000 is expected to reach 23%. The percentage of the Canadian population in one or another phase of the retirement years will dramatically increase early in the next century (Statistics Canada, 1988). The younger retirees with disposable income, good health and experience with post secondary education will not be content with sedentary semi-retirement or retirement. The middle-old will also not be content with merely living out their lives (Neugarten and Neugarten, 1987). The oldest of the retired group may fit the stereotype of the retired elderly adult, but many within this group

will still make demands upon education beyond the informal and self-directed learning historically used by this group (Neugarten and Neugarten, 1987).

The second factor indicating the importance of the older adult for adult education providers is the diminishing gap in educational level between older and younger learners (Courtenay, 1989). The median number of years of school completed by adults over age sixty-five in 1940 was 8.1 years (U.S. Senate Special Committee on Aging, 1984). By 1970 it had increased to only 8.7 years while the entire population's medium education level was 12.2 years. In 1986 the median number of years of school completed by adults over age sixty-five was 11.8 (American Association of Retired Persons, 1987). By 2014, it is projected by Ventura and Worthy (1982) that more than 75 percent of the older adult population will have completed high school. The significance of this projection becomes clear when recognizing that educational levels can be used as predictors of participation in educational activities as older adults (Ventura and Worthy, 1982).

The concept of lifelong learning has been adopted by many educational institutions as they begin to forecast the demographic changes and restructure program development to meet the evolving needs of their learners. Older adults have been encouraged to participate in formal programs of study in credit based post secondary education. The commitment to complete diplomas and degrees however requires dedication and relatively long periods of time. As well, it may not provide the desired outcome for many in the older adult population.

Non-credit programs of a short duration, presented in a non-threatening, non-evaluative atmosphere appear to provide a preferred method of learning for the majority of the older adult population. The

tremendous growth of Elderhostel suggests that a good portion of the older adult population is interested in this program format. The increase in life expectancy, early retirement and the concept of lifelong learning appear to indicate that research into factors which motivate participation in education of the older adult are important.

Statement of Purpose

The purpose of this study was to determine the principal motivational factors of participation in education for the older adult in the Northwest Territories.

Stated as subproblems, the study determined, (1) the personal characteristics of the Elderhostelers attending programs in the Northwest Territories and the influence that those characteristics had upon participation. The personal characteristics were further described in the second subproblem (2) which was to determine the economic background which influenced their participation in Northwest Territorial programs. Further to this, (3) the influence of the motivating factors for the Elderhostelers attending courses in the Northwest Territories was investigated in this study. The significance of the course location in the Northwest Territories and its influence on Elderhostel participation was also determined and this became the fourth subproblem. It was also determined that course content and its influence upon Elderhostel participation (5) was of significance as a subproblem. The final subproblem (6) was the influence of the organizational structure and administrative procedure and its impact on participation in Elderhosteler programs offered in the Northwest Territories.

The data, which were analyzed to determine the significance of these factors, were based on questionnaire responses of Elderhostelers attending courses in the Northwest Territories at seven participating locations.

Significance of the Study

A study commissioned by Elderhostel Incorporated in 1984 determined a demographic profile of American Elderhostelers. Katherine Rice (1986) completed a survey of Atlantic Canada Elderhostelers. Her study determined factors of motivation for participation within the Atlantic Region. In the fall of 1989 a further study was initiated by Elderhostel Incorporated to compare their 1984 study with research on Canadian and American Elderhostelers.

This study was the first to identify motivational factors of participation of Elderhostelers within the Northwest Territories. By comparing these factors with those from previous studies, a profile was developed identifying the current factors of participation for North American Elderhostelers. Literature is available about Elderhostelers, particularly Americans attending American based programs, but limited study has been completed within Canada and no formal research had been done for Canada's Arctic prior to this research project.

The results accumulated through this study to determine the motivational factors of education participation for older adults have added to the body of knowledge regarding this age group.

Educational institutions responding to the growing numbers of older students will be interested in the data collected from a survey such as this. The research will also benefit Elderhostel programming in its ongoing attempts to meet the needs of the older adult. The types of programs offered,

the location, the needs and expectations of the Elderhosteler, course content, and the personal characteristics of the Elderhosteler in the Northwest Territories may be summarized as a result of this study. Although the focus is upon the Northwest Territories, the information gathered may be of use to Elderhostel programmers in other locations in their consideration of the broad needs, expectations and preferences of the older adult learner.

Arctic College has offered Elderhostel programming since 1986. As an institution of learning, Arctic College could benefit from a study regarding the factors which motivate the older adult to participate in Elderhostel programs offered at its campuses located throughout the Northwest Territories. By identifying motivational factors, the College will be able to modify its program offerings, identify reasons for participation, and anticipate expectations of the course participants. The information recognizes the strengths and weaknesses of the current programming.

Private lodges, camps and aboriginal organizations within Northwest Territories have begun to program for Elderhostel. These groups have limited experience with the older adult from southern Canada and the United States. They will benefit from this research and its identification of the needs of the older adult attending Elderhostel programs.

The administrators of Arctic College are interested in pursuing programs and courses which reach the older adult beyond Elderhostel. The research will provide Arctic College with information which could be used to broaden its current student population demographics to include the older adult.

Courtenay (1987) projected that if the current trends continue into the 21st century, the growth rate of the plus 55 age group in North America will be 113% between 1982 and 2050. The older adult as a demographic group in

society may demand special attention in the area of education. Ventura and Worthy (1982), Covey (1980) and Graney and Hays (1976) all found a strong relationship between years of schooling completed and participation in further education. The greying population with many years of formal education may wish to continue with further education. As colleges and universities adapt their program offerings in response to an increasingly older student population, they too should consider the motivations of the older learner.

It has been suggested that the development of both credit and non-credit courses and programs for the older adult must recognize the uniqueness of the population group and its desire for age-segregated classrooms, the removal of unnecessary admission requirements and the avoidance of assignments and formal evaluation (Peterson, 1987). However, Merriam and Lumsden (1985) have argued that as an age group, older adults have a potential of twenty-five years beyond the age of retirement at sixty-five. They state that there is considerably more time to grow, develop interests and to change than in earlier stages of life. Further, they suggested that the older one becomes, the greater the variety and dimension of experience. It may be that the older adult experiences stages of development, with each phase calling for a different focus of needs and desired outcomes and that to generalize older adults as one group is to ignore the broad range of growth, years of potential life, and variety of needs.

The survey conducted by Rice (1986) determined that Elderhostelers in Atlantic Canada programs were influenced by travel, cognitive interest and social interaction. By replicating her study, we have been able to determine whether similar motivational factors exist for Elderhostelers attending programs in the Northwest Territories in the summer of 1991.

Assumptions

The definition of the problem and the methodology of the study were based on a number of assumptions. It is assumed that:

1. Elderhostelers are aware of their needs and preferences and capable of determining their preferences.
2. Elderhostelers responded in an open and honest manner in their completion of the survey.

Definition of Terms

Elderhostel is an international not-for-profit organization developed to organize short, residential, non-credit educational courses for adults over the age of sixty years.

Elderhostel Canada is an incorporated Canadian entity with a Canadian board of directors to govern the operation nationally. Representatives of this board sit as members of the Elderhostel International board.

Elderhosteler is a term used to recognize the older adult learner registered with the Elderhostel organization. Elderhostelers must be older than sixty years of age, although a spouse or companion less than age sixty may accompany an Elderhosteler on a program.

Limitations

The older adults participating in the courses do not represent a random sample of all older adults, nor do they represent a random sample of all Elderhostelers. The Northwest Territories and the programs offered there may be unique compared to other Elderhostel programs available nationally or internationally therefore generalizations between Elderhostelers participating in programs in the Canada North Region and Elderhostelers in other regions must be cautioned.

Delimitations

The study was subjected to certain delimitations. The sample was based upon successful course acceptance for programs within the Northwest Territories during the summer of 1991. Course locations were:

a. Aurora Campus of Arctic College, Inuvik,

b. Thebacha Campus of Arctic College, Fort Smith,

c. Nunatta Campus of Arctic College, Iqaluit,

d. Yellowknife Campus of Arctic College, Yellowknife,

e. Cambridge Bay Campus of Arctic College, Cambridge Bay,

f. Watta Lake Lodge, Watta Lake,

g. Coppermine Centre, Coppermine.

The Elderhostel Program

David Bianco and Marty Knowlton are the co-founders of Elderhostel. Beginning with five educational institution sites in New England in 1975,

they began with the idea of a hostelling program for elders, similar to the traditional one for youth, but combining it with an educational experience. Within fifteen years, Elderhostel grew from approximately 200 participants to over 151,000 older adult learners attending courses in North America.

Elderhostel became an independent non-profit corporation with an established Board of Directors in 1977. With a central office in Boston, the organization coordinated existing programs, implemented promotional activities, registered participants and attempted to keep pace with rapid expansion by developing policies to guide the movement. Initially, the United States Federal Government and private corporation funding were able to operate the administration of the organization. By 1979 Elderhostel had expanded into two provinces in Canada, but it was not until 1982 that an Elderhostel Canada office was created with headquarters in Fredericton, NB and a national director was appointed. The program continued to grow in Canada and regional directors were established, usually from participating institutions. In 1986 Elderhostel Canada was established as an independent, not-for-profit, Canadian corporation. Based in Toronto, the Canadian Board of Directors governs the operation with representatives from this Board sitting as members of the Elderhostel International board. In September of 1992, Elderhostel Canada established its headquarters in Kingston. The name Elderhostel is a registered trademark in both the United States and Canada.

Regional Directors are responsible for recruiting institutions to develop Elderhostel programs. As well, Directors promote and coordinate programs within their jurisdictions. Educational institutions are the usual location for Elderhostel programs and Regional Directors are generally senior faculty or administrators from these institutions. At the campus or private organization level, coordinators are identified to plan programs for their sites.

The coordinators are not employed by Elderhostel as such, but receive assistance in organization and planning of courses and programs.

Elderhostel publishes a catalogue three times a year describing courses offered at participating sites for the Summer, Fall/Winter and Winter/Spring seasons. Mailing lists are developed by applying and placing a deposit with either the Canadian or American office. Catalogues are also distributed to seniors' centres, libraries and organizations adhering to the principle of lifelong learning. Elderhostelers mail their registration applications for their program choices (first, second and third choices) to their national headquarters. All program applications are either accepted or put on a waiting list. The host institution or organization then assumes responsibility for the enrollment list and forwards a welcome letter to successful applicants. The letter usually includes unique travel information, extracurricular activities planned, information about the geographic area and campus or site, and increasingly, at the request of Elderhostelers, a reading list for program preparation is made available.

The Elderhostel program can be described as a short program (usually six days), in a residential setting. Meals and accommodation are most often in a dormitory. Institutions and organizations are able to design their own unique programs but must follow format and criteria guidelines common to all Elderhostel programs.

Host organizations are encouraged to utilize their own staff or faculty to present courses. Although the courses have an academic focus and are offered with professionalism, it is essential to Elderhostel philosophy that the learning not be evaluated through testing or homework. Extracurricular activities are usually planned to provide a link with the course presentation.

As an example, a tour of the local museum would complement a course presentation regarding the history of the area.

In a typical one week program, three courses are usually developed. The courses would have some common linkage and each course would provide approximately eight hours of classroom instruction. Course content must not presuppose any previous knowledge. Content must be understandable for the whole class. Although course offerings are predominantly in the humanities, other areas have been presented through Elderhostel and have achieved success.

With the elimination of exams, course participants are freed of test anxiety. This does not mean that courses are without academic challenge. Indeed, many courses provide additional reading or projects for Elderhostelers interested in further study on the subject. At the completion of the Elderhostel program, participants may receive a Certificate of Attendance or Participation from the host institution. The certificate is not a formal accreditation nor can it be used toward any form of further recognition.

In 1991 the all-inclusive maximum tuition was $295 in Canada. Tuition is determined by the Elderhostel Board of Directors on the recommendation of the provincial or state directors. The fee covers room and board and tuition expenses as well as a number of extracurricular activities. Less than 8% of the tuition cost is used for National Office administrative costs.

In summary, Elderhostel continues to gain in popularity. Its ability to empower the older adult makes it attractive to that segment of the population. Since Elderhostel's appeal is based on education and curiosity, marital status, nor region of residence, and not necessarily financial means, it

has been able to cut across a number of barriers that have affected other organizations (Swedburg and Williston, 1990).

The demographic trend of an increasing older population is having a significant impact upon educational institutions. Fifteen years from now, the population projection for the aged group 18-22 year olds will have declined by more than 24%. This is identified by the declining elementary and secondary school enrollments (Population Projections for Canada: Statistics Canada, 1990). This decline is just beginning to be felt by post-secondary educational institutions. The greying of Canada can be identified by the following:

i) In 1981, 4% of our population was 64 years of age or older.

ii) In 1991, 20.7% of our population (5.5 million people) were over the age of 55 years.

iii) Projections for the year 2011 show almost 9.1 million (approximately 28%), of the more than 32.4 million people in Canada will be over the age of 55 (Population Projections for Canada: Statistics Canada, 1990).

The very real future of a declining traditionally aged post-secondary student body coupled with an increasing trend of the adult population seeking educational experiences throughout their lives, has resulted in an emerging mission statement from educational institutions. Learning is a lifelong experience. The success of Elderhostel is a testimony to the fact that the educational needs of older citizens are just as legitimate as those of the more traditional school-age group (Rice, 1986).

Organization of the Report

The statement of the problem of study and a series of subproblems are provided in the first Chapter. The significance of the study along with some of the assumptions associated are described. Terms have been defined, limitations and delimitations identified and an overview of Elderhostel as a not-for-profit organization has been provided.

Chapter 2 provides an examination of relevant literature. The review of literature focuses on the older adult in terms of: personal characteristics, economic factors, motivating factors, course content and location preferences, and the influence of the organizational structure and administrative procedures. Chapter 3 identifies the research methods used in the study. Beginning with the design and development of the instrument, the second section identifies the population and sample. The third area describes the distribution of the survey and the fourth section centres upon the response rate. The final focus in Chapter 3 is the treatment of data and a summary concludes the Chapter.

The fourth Chapter concerns the Results and Discussion of the survey. Following the sequence of the sub-problems, the data are presented organized and discussed in comparison with the findings of other research. The sub-problems were identified as: 1) personal characteristics, 2) economic backgrounds, 3) motivating factors, 4) influence of course location, 5) influence of course content, and 6) the influence of the organizational structure and administrative procedure. This Chapter provides a profile of the typical Elderhostel participating in programs in the Northwest Territories. A description and analysis of the data collected on Elderhostelers participating in programs is also presented in Chapter 4.

Chapter 5 concludes the thesis. A summary and a discussion of the data analysis are presented in this chapter. Comparisons are made between results obtained from other studies and sources of data available from related literature. Conclusions are drawn with respect to the study and recommendation based upon the results of the study complete the document.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Although the attitude regarding older adults and their interest and ability to learn and participate in educational experiences is changing, there exists a belief that older adults are more concerned with the past and reminiscing than with the present or the future. Stereotypes depicting older people as rigid, conservative, unwilling to change, and not capable of learning persist (Atchley, 1980; Butler and Lewis, 1977; Hendricks and Hendricks, 1977; and Peterson, 1977). Differences between age groups under 60 are similar to those between 60 and 75 and persons over 75. Generally, adults over 75 are in poorer health, are hospitalized and institutionalized more often, are more often widowed and more often live alone, are more often isolated and lonely, are rarely employed and have less income than the younger aged person (Palmore, 1989). Despite the availability of national pension and health care plans, socioeconomic differences of earlier years continue to persist for the older adult population: those with less income tend to have less education; have less adequate diets, housing; and consequently poorer health and a higher death rate can be identified (Palmore, 1989).

Older adult participation in educational programs appears to reflect the notion that they are not as interested in the acquisition of new knowledge as are younger groups in Canada (Devereaux, 1985). In the United States Ventura and Worthy (1982) found a similar low percentage of participation by the older adult as compared to the total adult population. Clearly, the older

adult is not participating in educational programs as a representative portion of the population in North America.

Traditionally social-cultural factors have conditioned North Americans to perform certain events within prescribed periods. Formal education was usually completed by age 25 and marriage typically followed closely. From this point until age 65 career development occurred. The productive years were completed as one entered retirement. Old age was a period of retirement from employment as well as education. In more complex societies, a greater number of life periods are differentiated, and transition points are differently timed in different areas of life. In North America people are considered adults when they reach 18 generally. However, if they are still in formal education then they cannot assume a position in the economic system (Neugarten and Neugarten, 1987).

Life periods were closely associated with age. Today the distinctions are becoming blurred. Adults may enter formal education at any age and then re-enter again at yet a later date. Many adults retire at early age. Remarriages are increasing with the rate of divorce and children are being born to older parents. It is becoming difficult to label adults into categories according to their age.

However, if the majority of society believes in the so-called terminal system which provides educational opportunities focusing upon the young adult, then there will be less emphasis given to provisions for learning in the later years; this is the current prevailing perspective in both the United States and Canada (Long, 1987; Peterson, 1987; Pitman, 1984). The terminal perspective of learning implicitly doubts the capability of older adults and defines the older students' learning interests as secondary in importance.

Thornton (1987) would advocate that society adopt a life-span perspective of education in order to reverse the focus of learning on the young.

Formal education focused upon the younger adult needs and preferences. Declines in educational participation by older adults could be expected. Cross (1981) refers to the period of disengagement in older adulthood. Low rates of participation could be viewed as evidence to the lack of demand and in turn could be used to justify the negligible level of resources focusing upon the older adult. Several studies have explored barriers to participation. Ventura and Worthy (1982) conclude that lack of interest is the major barrier to participation by the older student. Being too old, having poor health, lack of time, and costs have also have been cited as major barriers to participation (Courtenay, 1989). Older adults with lower income and status are least likely to participate in educational programs, while older adults who have high income and status are more likely to participate in education to continue their personal growth and enjoyment (Marcus, 1978).

Donahue (1956) assessed the need to motivate the older adult to participate in educational activities when she stated "literally, at the present time much more is available to older people in the way of education, recreation, health programs etc. than is being used by them" (p.200). She identified the task as being how to motivate the aging person to take the initial step required to participate in such groups and programs.

Much research has been conducted regarding successful aging. Demery (1987) identified seven solutions to successful aging as: vital involvement, continuous enthusiasm for life, a positive perspective for the aging process, positive images of an aging society, positive characteristics of the aged, social facts about the aged, and the significance of retirement. In each of her

solutions, Demery associated learning and participation as keys to successful aging. Timmermann (1985) viewed education as an activity of enrichment. She associated learning for the older adult as a process of self sufficiency towards a long and healthy life. The direct link between activity and health has been well researched for younger demographical groups, meanwhile the value of activity and stimulation as contributing to healthier lives for older adults is becoming more apparent. Schiamberg (1983) and many others see exercise as controlling or partially reversing symptoms of old age. Further to this, Schiamberg confirms that educational activities are contributive to this process of healthy aging.

Research which attempts to discover the motivational factors of older adult participation in education programs has displayed comparable results. The most frequent motivators for participation in Elderhostel were to gain new knowledge, to meet new people, to visit a new place, and to try something new (Atchley, 1980; Brady, 1984; Covey, 1980; Drotter, 1983; Rice, 1986; Roberto and McGraw, 1990; and Ventura and Worthey, 1982).

John (1988) identified a rationale for teaching older adults as being: to maximize contribution to society, to provide a quality of life, to meet self-fulfillment needs, to improve mental and physical health, to reduce economic problems, and to provide society with creative productivity.

Lifelong learning, particularly for the older adult, can provide skills for changing lifestyles whether they are leisure directed or career continuation. Further education may also be taken for the express goal of learning for its own sake (O'Connor, 1987). Peterson (1987) suggests that colleges and universities are likely hosts of older adult education although not necessarily as degree students. The critical issue he identifies is who will pay. As a result, Peterson suggests that structures similar to Elderhostel are more appropriate

learning organizations because they are age-segregated, focus on content of interest to older adults, eliminate unnecessary admission requirements and classroom assignments, and avoid the use of formal evaluation - all issues associated with the funding formulas of colleges and universities (Courtenay, 1987). Thornton's (1987) perspective identifies a more critical issue:

> "The question is not whether we can or cannot teach or retrain an older adult. Rather, the questions are 'To what end: And why?' The questions are fundamentally social and philosophical. If we fail to support learning and educative opportunity throughout the lifespan, then the question becomes 'What will be the cost in general social well-being, depleted human resources, and dignity for people of all ages, and for our own futures as an aging society?'" (p. 88)

Covey (1981) suggests that older adult learning need not serve society directly so long as it serves the needs of older adults. However, if the goal of education is to improve productivity, then as Long (1987) notes, the older adult is likely to be ignored. Production oriented education is of more value to economic efficiency than instrumental based learning preferences of the older adult (Courtenay, 1987).

Morris and Bass (1986) propose that older adults should be viewed as an economic resource worth further training and education although their focus is upon instrumental based goals. They suggest that older adults should be encouraged to provide support to a secondary economy much needed by the primary economy. The older adult secondary role would provide assistance and experience to the younger adult in employment. These roles would be reduced in responsibility and pay and could include assisting in education, manufacturing, administration, health and community service sectors of society. Morris and Bass cite the Boston College of Public and Community Service curriculum which includes:

a. structure and function of the human service system for older adults;

b. theory and practice of government decision-making and legislative;

c. basic concepts of aging in a modern society;

d. research skills in the scientific method-logical analysis, problem formulation, questionnaire design, interviewing and reporting, and evaluation design; and

e. skills and knowledge to provide direct assistance to older adults.

One measure of the success of this program is that the demand for graduates exceeds the number of applicants.

There is a need for an attitudinal change relative to the goals of education which Thornton states as follows: "We need to focus on education's role in changing social mores and expectations from a youth to an adult orientation, and technology's impact on human experience; we need a broader view of education as strategy for individual and social change" (p. 81).

Individual and social change are key elements identified by Elderhostel as an organization. With the initiation of Institutes for Learning Retirement, older adults are becoming empowered (Swedburg, 1993). While the Institute model contains traditional programming activities such as special access to regular higher education classes, creating offerings for retired people, and developing outreach programs to senior centres, there is an additional social action aspect to the model. Rather than developing a list of activities external from the older adult community and then requesting participants to register, the Institute model assists in organizing the community to identify itself, its needs, and its action plan. Leclerc (1985) describes an approach not unlike the Elderhostel Institute in which he suggests that older adults must first be

aware of their current situation as citizens identifying the disadvantages and advantages of older adults and then determining what it is they wish to do and how to do it. Similar to the study circles of Moses Cody's Antigonish movement in the 1930's and 1940's, the Institute focuses upon the community and its own naming of needs and methods of resolving those identified needs. The benefits most often identified with the Elderhostel Institute include:

a. service to older adult learners,
b. developing a new constituency,
c. preparing for the future,
d. building community support,
e. increasing community recognition,
f. creating new community-oriented relationships,
g. developing new resources for the campus,
h. extending the development effort,
i. involving alumni,
j. rewarding emeriti faculty,
k. enriching the work of staff and faculty,
l. expanding the image of the institution.

Glenndenning (1985) in describing the Third Age Movement refers to education for older adults as being a liberating process of defining and then eliminating oppressive factors in communal life. His critique of much traditional education is that it plays a socializing role which in turn produces acceptance rather than challenge. He views this as a real and serious trap for Third Age Education even in its informal modes, since the 'disadvantaged' label on older people implies a socialization to be performed.

The sociology of aging has also been researched with a gender focus. McDaniel (1989) has stated that in combining the sociology of aging with the sociology of women, the result will be more and better research on older women and men individually. Harold (1991) has offered the perspective that aging is a traditional feminizing period for older adult men. The older adult male, having lost status and power from the previous period of employment and esteem, now more closely resembles the typical female adult. Age and gender are most often the social categories used in society to identify and define position (Palmore, 1989). In retiring, men enter a period of domesticity which isolates them from the social and economic community. This lack of influence, status and power can be compared to problems faced by women of all ages in a sexist society.

While the concept of lifelong learning is gradually being embraced in society, the education of the young is considered as an investment for the future. Meanwhile, educational opportunities for the older adult continue to rate a lower level of importance and perceived value to the community.

Personal Characteristics

Research has revealed that intelligence does not decline drastically with age (Cross, 1981). The ability to grasp new concepts continues well into old age. However by age 75 learning performance appears to decline (Kidd, 1973). Cross (1981) also found that older adults favoured less structured learning environments without time-related or competitive stress-related evaluation. However, as Courtenay and Moore (1985) discovered, older adults are not unfamiliar with tests and, when given in the appropriate context, older students respond positively.

As previously stated, the older adult currently represents approximately 20% of the adult population of Canada yet only 4% of the adult student population (Devereaux, 1985). Similar underrepresentation exists in the United States (Ventura and Worthy, 1982). In spite of the small representation, the number of persons 65 years and over participating in adult education has almost tripled, growing at an average rate of 30% every three years compared to the average rate of 12% for adult participation of all ages during the twelve year period ending in 1981 (Ventura and Worthy, 1982). There appears to be a drastic decline in participation in adult education programs after age 75. Rice (1986) determined that the age group 65-69 represented 35% of the Elderhostel population surveyed in her study.

Women appear to represent the majority of the older adult student population (Devereaux, 1985; Ventura and Worthy, 1982) but demographical studies also identify women as living longer than men (Devereaux, 1985). It may be that the changing roles of women influence their participation in further education (Cross, 1981). Ralston (1981) suggests that a lack of courses of interest to the older adult male may cause lower participation numbers. Some comparative studies across sexes affirm that the sequence of stages, the life tasks of a particular stage, the attitude shifts, the support systems, and messages sent about how to exist in the work are different for men and women (McCoy, 1978).

Rice (1986) found that the majority of older adult males attending Atlantic Region Elderhostel programs were married. Indeed, being married is more prevalent for males participating in adult education than it is for female participants (Cross, 1981; and Brady, 1984). Berkeley's report to Elderhostel Directors in 1990 provided a comparison between 1983 and 1989 programs and identified an 11% increase in male participation. While his report identifies

an increase in male participation, it also reflects an increase in couples attending courses together.

Older adults with higher levels of education evaluate their present life as compared with earlier expectations more favourably than do those with lower levels of education (Havighurst, 1976). It appears that educational attainment is a strong indicator of continued education in older adults (Devereaux, 1985; Brady, 1984; Ventura and Worthy, 1982; Covey, 1980 and Tough, 1979). While Cross (1981) identified that more males than females enrol in continuing education courses throughout their career years, Rice (1986) concludes that the reverse is true beyond the formal career years.

The freedom of older adulthood learning is expressed by Moody:

> The study of psychology or literature allows them to see, objectified, the same forces and conflicts that run through all our lives, to see that the story of the human race is one story. A liberal education is an education that is liberating, that discloses other cultures, other historical epochs, other values, in such a way that we discover, in this 'other,' our very own selves. (Moody, 1985, p. 45)

Early educational experiences appear to influence continuing education in both a young and older adult (Knox, 1977; Cross 1981). A positive learning experience as a youth or young adult increases the chances of participating in educational experiences as an adult or older adult. Cross contends that early negative educational experiences result in a likelihood that as an adult, low threat self-directed projects will be preferred to high threat credit courses. Brady (1984) suggests that the format of learning developed by Elderhostel with its low threat approach provides a springboard to new interests and activities and serves to develop critical skills and increased knowledge.

Atchley (1980) asserts that the best way to achieve a successful old age is to maintain as many of the roles and activities that one performed in the middle years of life. Conversely, it appears that beyond age 60 there are indeed a number of years remaining in which to develop new interests as further lifestages occur. Merriam and Lumsden (1985) conclude that the older one becomes, the greater the variety and dimension of experience, thus the need for a varied approach to program offerings.

Economic Factors

Berkeley (1990) found that while in 1983 71% of the North American Elderhostelers had an income over $20,000, by 1989 over 85% had an income over $20,000 (income figures were adjusted to 1989 dollars). Market Facts completed a survey in 1990 for Elderhostel and determined that "Elderhostelers are quite wealthy with an average income $45,000. Those making over $50,000/year have increased from only 7% in 1983 to 27% in 1989." Rice (1985) supports the notion that travel and tuition costs are not significant barriers to participation for Elderhostelers.

Dychtwald (1989) presents a comparison between household income by age of the household head, and discretionary income available to individuals at various ages. His study reveals the 65+ population in the United States as having the most money to spend. He goes on to identify a number of areas in which seniors are eligible for discounts and indeed will continue to increase their wealth as compared to their income.

Motivating Factors

Program developers for older adults have often opted for the perceived need approach, while older adult students select or reject according to their desires (Conter, 1984). In determining whether older adults evinced expressive or instrumental goals for learning, O'Connor (1987) found that of the elders surveyed, there was a strong preference for learning for its own sake, that is to say, expressive goals. It may be, however, that those registered in courses believed that the college would provide expressive goal courses, while those not registered and therefore not surveyed did not recognize the college as a location to meet instrumental level goals. In another study in 1986, O'Connor and Lowy determined that older adult respondents expressed a desire for a linkage between expressive and instrumental goals towards a humanistic philosophy of education and that the two goals may be conceived as representing a continuum. Havighurst (1972) draws a distinction between the two forms of goals but views the two aspects as complementary and not mutually exclusive. Londoner (1985) argued that instrumental goals were most important to older adults in education; Hiemstra (1982) completed an empirical study in which older adults at a centre for seniors were requested to choose among a variety of educational activities classified as either instrumental or expressive. Their selections were from the instrumental category. In later studies Hiemstra (1985) confirmed the preference for instrumental-based educational activities. Bauer (1975) disputed the instrumental preference and argued that older adults preferred expressive activities. Moody (1985) concurred with Bauer. Other factors of marital status, type of occupation, education, and gender were identified in later studies (Burkey, 1975; Hiemstra, 1973, 1975; Marcus, 1978). Londoner argued,

"The same educational opportunity can be simultaneously instrumental and expressive; how it is perceived and used by the actors is the crucial point" (1978, pp. 87-88). If indeed it is the goals of the learner instead of the inherent characteristics of the learning activity that are expressive or instrumental, then goals must be measured when determining whether there are age-related differences in learning goals. O'Connor (1987) completed an exploratory study which attempted to determine whether the conceptual distinction between instrumental and expressive learning goals was perceived as meaningful to non-traditional students in college settings and to determine whether one orientation was preferred by older adult students. Her self-administered survey consisted of three groups of students: 1) older adults (60 +) attending regular college programs, 2) middle-aged adults (40-59) attending the same programs, 3) older adults (60 +) attending Elderhostel programs. A simple question attempted to determine the distinction between the two learning orientations without using the terms *instrumental* or *expressive*. Respondents attending regular college programs were asked: "What is your most important reason for returning to school?" Respondents attending Elderhostel programs were similar asked: What is your most important reason for enrolling in Elderhostel? Respondents were asked to choose among three categories:

1. Because I want to prepare for some other responsibility (e.g., career, child care, home repairs).
2. Because I enjoy learning for its own sake.
3. Other (please specify) _____.

Respondents identifying category 1 were viewed having predominantly instrumental goals; category 2 respondents appeared to have

preferred expressive goals. The responses in category 3 were classified as either instrumental or expressive or when distinction was unclear, the response was identified as both expressive and instrumental. To summarize the study, both groups of older adults favoured learning for its own sake, or expressive goals, in spite of the very different nature of the programs attended by the two groups. In contrast, the middle-aged adult students expressed a greater preference for instrumental goals. They identified an interest in acquiring skills that would be useful in a career and most considered improving their financial opportunities to be an important objective. It may be that older adults in retirement do not perceive a need for instrumental learning. Changing societal attitudes and employment trends may lead older adults to continue the pursuit of instrumental goals in education (Dychtwald, 1989).

Merriam and Lumsden (1985) observe that to discuss the needs of older adults assumes homogeneity exists. They suggest that given the currently increasing life expectancy of both males and females, that there is a potential lifespan of 120 years. Therefore beginning at age 55, there are conceivably 60+ years of life and growth. Even if we recognize a life span to age 85, there are still 30+ years of life, considerably more time to grow, to develop interests and to change than for earlier stages of life.

Course Content

Hoot and Hayslip (1983) determined that older adults were interested in computer education while Moody (1987) is less optimistic about the utilization of the computer by older adults. Rice (1985) determined that computer education ranked in the bottom third of preferred choices of subject

matter. Gold (1982) concluded that older adults prefer courses in the humanities. Covey (1982) and Graney and Hays (1976) found liberal arts as the primary course interest to older adults enroled in higher education classes. Heisel, Darkenwald and Anderson (1981) studied data for participation by type of course, age, gender and educational level. They found:

1. Older adults (60-64) took technical/vocational, safety and managerial subjects more than others.
2. Older adults (70-plus) took civic and public service courses and religious courses more often.
3. Participants with college degrees are more likely to participate in professional, managerial subjects than participants without college degrees.
4. Participants with high school diplomas are more interested in vocational/technical and sports/recreational topics.

McCluskey (1979) in surveying undereducated older adults determined that the need for basic skills education was their preferred course content, while Courtenay (1983) found that undereducated older adults ranked learning to read and write into the bottom third of preferred study topics and personal health related courses first.

It becomes apparent that it is difficult to generalize about older adults and education. Those older adults enrolled in college/university credit programs may indicate a preference for instrumental goals to prepare the learner for a new or enhanced career. On the other hand, health issues, computer literacy, and other humanities courses may interest many other older adults. To presuppose course preferences according to age, gender or

educational background is inaccurate. Courtenay (1987) suggests that the nature of the group will dictate subject matter preference and that reality calls for sensitivity to context when discussing subject matter preference. Indeed, Leclerc (1985) advises that instead of giving older adults a checklist of course titles or educational needs, the approach should begin with the assumption that a need cannot be clearly identified unless older persons stand close to their own experiences and focus their attention upon discovering the signs of gaps between what they are and what they feel they should be. By asking older adults to determine the disadvantages and advantages of their situation, his approach helps to bring into light the conscious or unconscious desires or wants of individuals and puts them on to the path toward clarifying their educational needs.

Researchers have identified cognitive interest, social relationships, a desire to learn a specific topic, and a desire to travel to new places, as being the major expectations of Elderhostel participation (Rice, 1986; Romaniuk and Romaniuk, 1982; and Cross, 1979). Leclerc (1985) found that older adults first five needs were to learn "how to make new friends, how to age physically, intellectually and morally, how to live in harmony with oneself, how to develop a good philosophy and psychology on aging, and how to cope with changes in society" (p. 141).

Peterson (1981) determined through a survey of elders that they preferred the lecture-discussion format of learning. Perhaps the older adult student has achieved success through the traditional lecture format and wishes to continue with the familiar and low participation level demand of the lecture format.

In a study completed in 1983, Brown determined that 'late bloomers' in education demonstrated a high degree of self-reliance and willingness to

assume risks in life. 'Late bloomers' may break their pattern of limited education as a result of a significant life event which encourages them to return or continue their education. Cross (1981) found that willingness to risk was consistent in one's life and that a socially active youth became a socially active older adult while those who are withdrawn in old age tend to be those who were withdrawn as youths. Cross contends that social, economic, and psychological factors affecting youths generally remain with them throughout their lives.

As participants in educational activities, older adults cite a number of motivating factors of influence to participation. Brady (1987), in a series of studies conducted since 1981, identified four major factors influencing participation as (1) content knowledge; (2) environmental exposure; (3) social development; (4) expansion of self-concept. In a similar study completed by Romaniuk and Romaniuk (1982) motivational factors were identified in order of frequency as:

a. change (opportunity to go somewhere and do something (different),
b. time (one week time frame for learning),
c. cost (low fixed cost),
d. courses (suitable course content),
e. absence of evaluation (no tests or homework),
f. learning (opportunities to develop new interests and re-explore old ones). (p. 365)

Unlike younger adults actively involved in the wage economy who rank vocational-monetary reasons as prime motivators, older adults (60+ years) recognized self-improvement and learning about society and culture as

their two main motivations for attending a program (Romaniuk and Romaniuk, 1982).

Course Location

Location is a major participation variable related to older adults in education. Ventura and Worthy (1982) indicate a college or university as the location of greatest enrollment (27 percent). Senior or community centres (24 percent), businesses (18 percent), high schools (7 percent) and others including libraries, churches, and museums (24 percent) follow. An explanation provided by Price and Lyon (1982) is that older adults attend institutions that are close and familiar. Peterson (1987) confirms this conclusion stating that the setting preferred by older students is one that is accessible and familiar. Market Facts (1990) counters the point of close proximately being attractive to the older learner with the results of a study which concluded that Elderhostelers surveyed preferred extensive travel to course location with 30 percent favouring travel beyond 1,500 kilometers.

Organizational Structure and Administrative Procedures

The issue of age-segregated versus age-integrated courses for older adults has received some study. It appears that programs in which two or more generations learn together result in each generation learning more about the other and departing with a positive experience (Allen, 1987). Yeo (1982) stated that while many elders are exhilarated with participating in programs with students their children's or grandchildren's age, other elders resist the physical or mental competition with younger people and enjoy the

sharing of common interests more likely to be found in age-homogeneous classes. She concludes that both opportunities should exist to provide older adults with the choice of age-integrated or age-segregated learning.

It is the development of educational and learning activities for the older adult that is receiving the attention of educators, program planners and educational administrators. Such programs often use the methods and assumptions associated with andragogy and use learning objectives related to life experiences and problems. While some conditions of this approach may be revised and incorporated into the learning, older adults often have unique assets and abilities that should be tapped. This revised approach to andragogy has been referred to as "gerogogy" (Schuetz, 1981) and "eldergogy" (Yeo, 1982). Regardless of the title, the approach calls for the recognition of the skills, abilities and experiences that the older adult learner brings to the activity to be valued and considered in the development and facilitation of the learning (Leclerc, 1985).

Indeed, older adult participation in educational programs has received an increasing amount of attention. Studies to determine participation factors have been conducted through interviews and surveys of older adults, as well as interpreting research results to identify components of participation (Berkeley, 1990; Rice, 1986; Courtenay and Moore, 1985; Romaniuk and Romaniuk, 1982; Bova, 1981; and Boshier, 1978). The interest in aging is a reflection of demographics. While the traditional population graph resembles a pyramid or triangle, the shape is changing. Traditionally, the base consisted of the youngest, most numerous population group and narrowed as the numbers decreased with aging and subsequent death. With increasing life expectancy contributing significantly to the apex being lengthened into a near rectangle, the birth rate declining has narrowed the base and the large baby-

boomer population has greatly extended and widened the mid range of the shape. The traditionally shaped pyramid structure can be anticipated to resemble a rectangle. The economics of an aging population are being raised regarding issues of health care, housing, retirement pension and the ability of society to provide support for the elderly. Traditional views of older adults in education are changing. Economists are identifying a market of older adults. Educational institutions faced with declining traditional aged students also recognize the shifting population and are faced with attempting to determine changing educational needs of an aging population.

Summary of Literature Reviewed

Although there is an increasing amount of research being conducted on the older adult, much of it is in reference to the greying baby-boomer population and the areas that this large demographic group will impact as it reaches traditional retirement age. The literature regarding older adult participation in both credit and non-credit programs is relatively new and generally focuses upon broad factors of motivation. Limited research has been conducted to compare subgroups of older adults on such factors as the influence of travel beyond national borders to receive further education. Another example of sparse research regards the increase in male spouses participating in older adult education. As well, research has focused upon the motivation of enroled participants yet we have not fully addressed the low participation rates of the remaining majority who appear to have a lower discretionary income and education. As a recognized not-for-profit organization, Elderhostel is beginning to be identified as a program and with

this recognition a slowly increasing amount of research is being completed. Finally, literature recognizing unique stages of aging beyond age 60 remains limited.

Demographically and philosophically, older adults represent a significant area of study for the next several decades. Research on participation, although limited to institutionalized learning, well educated and middle/upper class participants, reflects a wide range of motivational factors motivating participation. The literature focus upon the better educated, relatively income secure older person suggests that generalizations do not include a far broader community of older adults.

Recognizing some of the gaps and inconsistencies with the research available, the writer has been able to draw from personal experience as an instructor, program and campus coordinator, and campus administrator, for ten full Elderhostel programs.

CHAPTER 3

RESEARCH METHODS

The purpose of the study was to determine the motivational components of Elderhosteler participation and the influence that these components had on participation in the Northwest Territories programs. This chapter describes the design and development of the survey instrument, the selection of the population, and the distribution of the instrument. The responses received and the treatment of the data are also reported in this chapter.

Design and Development of the Instrument

A seven page questionnaire was designed in a format which facilitated computer processing of the responses. As well as being quantitative in nature, the questionnaire provided an opportunity for participants to furnish qualitative comments which were hand tallied and reported in the findings. The questionnaire was revised with permission from Katherine Rice who originally developed the format for a study of Elderhostel participation in Atlantic Canada in 1985. Rice's questionnaire surveyed future participation and health and accessibility issues which were not part of this survey's problem statement. Also considered while revising Rice's survey was Bova's 1981 Educational Participation Scale. While providing motivation information regarding: 1) escape/stimulation, 2), social welfare, 3) social relationship, and 4) cognitive interest, Bova's instrument did not provide feedback regarding the influence of travel, organization as a factor of motivation or the influence of the location in motivation participation.

The questionnaire (Appendix A) was divided into three sections: personal and demographic characteristics; factors of influence related to motivation to participate; and factors related to program participation in the future. The final page of the questionnaire requested comments and suggestions regarding future programs.

Section one of the questionnaire was designed to provide information about the respondents regarding citizenship, age, sex, marital status, highest level of formal education obtained, participation alone or with others and previous participation in Elderhostel programs. All questions in section one requested a checkmark to indicate response.

The purpose of section two was to provide an indication of the strength of motivational factors to participate. All questions in section two employed the use of a five-point Likert scale. Depending upon the nature of the question, the Likert scale ranged from five, which represented a very high motivating factor to one, which indicated very little or no influence on participation in Elderhostel in the Northwest Territories.

Questions in Section three attempted to determine course content preferences, the influence of the organization as a motivating factor to participate, the economic influence on participation, and the influence of personal participation. These questions also requested participants to answer using a checkmark indicator. The final portion of section three provided participants with an opportunity to add additional information they felt might be helpful in the organization of future programs.

Aside from the five-point Likert scales, many of the questions in the instrument were in multiple choice format. Provision was made for multiple responses in Section one where previous formal education provided an opportunity to specify level of formal education attained. Also,

Section three encouraged participants to indicate previous educational participation. These final two areas were hand tallied.

Questionnaire Revisions and Piloting

The questionnaire was pilot tested with ten Northwest Territories Elderhostel program coordinators, and the Director of Canada North for Elderhostel. Their valuable comments regarding content, wording, and print size were included in the revision.

An Ethics Committee composed of three faculty members from the Department of Adult, Career and Technology Education, University of Alberta, examined the questionnaire and letter of introduction. Following their comments, a revised questionnaire was accepted as ethical and acceptable for research involving people.

In order that participants were ensured confidentiality and anonymity, and that there was consistency in presenting the questionnaires at each program location, Program Coordinators agreed to introduce and distribute the questionnaire (Appendix A) using an approved format.

Population and Sample

Registrants for Elderhostel programming must be 60 years of age or older. A companion or spouse under age sixty may accompany an Elderhosteler on their program. 283 Elderhostelers were registered to participate in programs in the Northwest Territories during the summer of 1991. Because of program cancellations and distribution difficulties, only 256 of the Elderhostel participants were provided with a questionnaire. There were 649 additional applications on a waiting list for programs offered in the

Northwest Territories during this period. Elderhosteler programs in the Arctic are traditionally oversubscribed. The sample was felt to be representative of the Elderhostelers attending programs in the Northwest Territories during the summer of 1991.

Distribution of the Survey

In May of 1991, the final draft of the questionnaire and introductory letter was distributed to the summer of 1991 Elderhostel site locations in the Northwest Territories (Appendix B). Program coordinators assumed the role of introducing, distributing, answering queries, collecting and returning the completed questionnaires.

Recognizing that the purpose of the survey was to determine the motivational factors of participation in Elderhostel programs in the Northwest Territories, the timing of the distribution of the survey was important. Personal experience and evidence in Rice (1986) identified that Elderhostelers often undergo a series of mood swings during their one week courses. Travel fatigue combined with exhilaration were usually experienced during the first few days of programming. By the end of the week, the older adults experienced exhaustion from participation in both the educational and cultural activities compounded by the effects of residential food and accommodation. It was also important that the participants not be confused into evaluating their current Elderhostel experience; rather they were to identify the factors which motivated them to participate in that program PRIOR to their arrival. For these reasons, it was determined that the optimum period for distribution of the tool would be mid-week.

As indicated in Table 1, the questionnaire was distributed to seven site locations for Elderhostel programming occurring during the summer (May-June-July-August) of 1991.

Response Rate

Difficulties were experienced with the response of the survey at a number of locations. Six of the ten sites were coordinated by Arctic College employees. As well, the Director of Canada North - Elderhostel was a college employee. The connection between the campuses of Arctic College provided the researcher with the opportunity to exchange information readily. Five of the six Arctic College sites provided a return to the questionnaire. The Keewatin Campus was utilizing a community homestay approach to programming which had the Elderhostelers transported to various communities in the Keewatin Region. The questionnaire was not distributed to the Elderhostelers attending the Keewatin program before their departure to their homestays and therefore the sample return was reduced by a potential 14 participants. The remaining four sites of programming were developed through private organizations. Two of the four sites, the Fort Good Hope and Moraine Point sites were cancelled, thus reducing the sample size by another 18 returns.

In summary, of the 270 Elderhostelers attending programs in the Northwest Territories in the summer of 1991, 256 were surveyed. Since there is no reason to assume differential selection by program site, the sample was considered satisfactory to permit generalization to the population attending programs. Table 1 identifies that of the 256 Elderhostelers surveyed, 171 returned the questionnaires with some or all of the questions answered. As

well, Table 1 lists the Program Site locations and questionnaire distribution to those sites. This represents a 67% return rate; however some Elderhostelers were registered in and attended more than one course during the summer of 1991. Therefore the return may be higher than the figure indicates. Rice received a return of 89% (1986) while Bova (1981) a rate of 75% return of questionnaires.

Table 1

Questionnaire Distribution and Response Rate

Program Site	Distributed
Inuvik, Arctic College	85
Fort Smith, Arctic College	60
Iqaluit, Arctic College	30
Watta Lake Lodge	24
Yellowknife, Arctic College	29
Cambridge Bay, Arctic College	20
Coppermine Centre	8
Total distributed	256
Total return	171 (67%)

Treatment of the Data

As the questionnaires were returned, each was assigned an identification number and scanned to determine the completeness of the survey. When all seven centres had returned their questionnaires, a second more complete scan was made by the researcher to identify multiple responses to a question and unanswered surveys. Most importantly, the questionnaires written comments were hand tallied. Remaining data were analyzed using the Statistical Package for the Social Sciences (SPSSx).

Summary

The very nature of the study influenced the research method development. While the objective of the instrument was quantitative data gathering, the final full page of the questionnaire was open-ended and sought to elicit qualitative information. The sample represented 256 of the 270 Elderhostelers attending programs in the Northwest Territories during the summer of 1991. The overall questionnaire response rate to the distribution was 67%.

The frequency tables were obtained through the use of SPSSx. Cross-tabulations were used to examine variations and interrelationships in the responses. Wherever appropriate, results were compared with literature on the topic.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this chapter is to describe responses obtained from this survey of Elderhostel participants in the Northwest Territories during the summer of 1991. The data are presented organized by sub-problems and discussed in comparison with the findings of other research. The sub-problems were:

(1) The personal characteristics of the Elderhostelers attending programs in the Northwest Territories and the influence that those characteristics had upon participation.

(2) To determine how the economic backgrounds of the Elderhostelers influenced their participation in Northwest Territorial programs.

(3) To examine the influence of specific factors motivating the Elderhostelers to attend courses in the Northwest Territories.

(4) To determine the influence of course content upon Elderhostel participation.

(5) The fifth sub-problem was the significance of the course location in the Northwest Territories and its influence on Elderhostel participation.

(6) To identify the affect of organizational structure and administrative procedures on participation.

Personal Characteristics

Section one of the survey attempted to determine the personal characteristics of the Elderhosteler participants.

Personal characteristics included citizenship, age, sex, and marital status. As well, responses regarding formal educational attainment, companion status attending the program and previous participation in Elderhostel programs were included.

As indicated in Table 2, 65% of the seats in Canada North programs in 1991 were filled by Canadian Elderhostelers. The high percentage of Canadians participating in Elderhostel programs in the Northwest Territories may be due to the 'nearness' that the north has attempted to advertise.

Table 2
Citizenship of Participants in Canada North Elderhostel

Characteristic	n	%
Canadian	100	65
American	55	33
Canadian and American	2	1
Other	3	1
total	160	100

Percentages have been adjusted according to the number of responses. In this table, 11 responses were missing.

The United States has its own arctic and subarctic region located in Alaska and American participation in northern programs may be directed to this area. From personal discussions, Canadian Elderhostelers stated that they wanted to see a part of their country and therefore Canadian participation in

northern programs would focus upon Canada North. The limited participation in Canada North programs by older adults living outside of North American may be due to the vast distance international Elderhostelers must travel to participate in Canada North programs. Indeed, participants whose citizenship was outside of North American were determined to be travelling with Canadian relatives and participating together at Elderhostel.

The majority of those surveyed, as indicated in Table 3 were between 65 and 69 years of age. While eligible to attend at age 60 or in the company of a spouse age 60 or greater, it appears that Elderhostelers attending adventurous Canada North programs do so well into their 60's and early 70's with nearly 90% of the respondents between the ages of 60 and 74.

Table 3
Age of Participants in Elderhostel programs in the Northwest Territories

Age		n	%
Under 60 years		2	1
60 - 64		39	23
65 - 69		64	37
70 - 74		49	29
75 - 79		14	8
80 - 84		3	2
	total	171	100

While nearly 30% of the participants were between 70 and 74 years participation declines significantly beyond age 75 with 10% of those surveyed identified as older than 75 years.

The findings listed in Table 4 confirm that significantly more females than males participated in Canada North programs with over 70% of those surveyed being female.

Table 4
Gender of Canada North Elderhostel Participants

Gender		n	%
Male		49	29
Female		122	71
	total	171	100

The findings regarding marital status, presented in Table 5 confirm those of earlier investigations (Rice, 1986; Berkeley, 1990) which found that the majority of Elderhostelers were married. While nearly 60% were married, 28% were widowed. The remaining 13% of the participants were approximately equally divided between being single or divorced.

Of the males surveyed, 92% were married and the remaining 8% were widowed. Conversely, 45% of the females were married and 35% were widowed. The remaining 20% of the female sample were divided equally between marital status as divorced, and single.

Table 5
Present Marital Status of Canada North Elderhostel Participants

Marital Status	n	%
Married	100	59
Divorced	11	6
Widowed	47	28
Single	12	7
Total	170	100

Percentages have been adjusted to reflect the number of responses. In this table, 1 response was missing.

Further cross tabulations revealed that 88% of the married participants attended with their spouse or spouse and companion. Divorced participants were nearly evenly divided between attending alone and attending with a companion. The majority of widowed participants (53%) attended alone, however 45% of the widowed sample attended with a companion. Single participants followed an attending similar to the divorced participants where the majority attended alone (58%) and the remainder were attending with a companion.

The high level of formal education indicated in Table 6 corroborates the studies conducted by Berkeley (1990), Brady (1987), Rice (1986), and Harris (1984). With 60% of those surveyed having completed at least one degree, this group of older adults was indeed very well educated.

Table 6
Level of Formal Education Attained and
Highest Level of Post Secondary Education

Education Level		n	%
Level of formal education attained			
Secondary school or less		26	15
Post secondary school		144	85
	total	170	100
Highest level of post secondary education			
Certificate or Diploma		24	19
Bachelor degree		61	48
Graduate degree (Masters or Ph.D)		42	25
	total	127	92

The majority of the respondents participated in educational activities other than Elderhostel. Table 7 identifies that 73% of the sample participated in educational activities prior to their first Elderhostel experience.

Table 7
Previous Participation in Educational Activities

Educational Activities		n	%
Within the previous year participation in educational activities other than Elderhostel			
yes		123	73
no		47	28
	total	170	100

Percentages have been adjusted to reflect the number of responses.
In this table, 1 response was missing.

The findings do not support the sequence of participation from Elderhostel to other forms of education as suggested by Romaniuk and Romaniuk (1982). It appears that participants with previous experience in formal education are more apt to continue their participation in lifelong learning activities. Within the year prior to their participation with Elderhostel in the Northwest Territories, slightly more Canadians (74%) than Americans (70%) had participated in some form of educational activity other than Elderhostel.

Table 8 reports the attending patterns of Elderhostelers in 1991 with 51% attending with a spouse. While the results show some similarity with Atlantic Canada in 1985 (Rice, 1986), there are identifiable differences particularly when comparing the results with additional studies from 1983 (Harris, 1984) and 1989 (Market Facts, 1990). Berkeley (1990) identified that attending with a spouse accounted for 50% of participants whereas Rice (1986) found 67% attended with a spouse. The findings follow the North American pattern summarized by Berkeley (1990) of spousal participation rather than the higher Atlantic Canada pattern identified by Rice (1986).

Table 8
Attendance with Elderhostel

Comparison	n	%
Attending Elderhostel with:		
Spouse	86	51
Companion	37	22
Alone	45	27
Spouse and companion	2	1
total	170	100

Percentages have been adjusted to reflect the number of responses. In this table, 1 response was missing.

A significant number of males (82%) attended in the company of their spouse while only 38% of females were participating in Elderhostel with their spouses. Very few males attended with companions and only 12% of males surveyed were attending alone. Contrastingly, 30% of females surveyed were attending with a companion and 32% were attending alone.

Further to this, attending with a companion is down 5 - 7% as compared to the previous studies, and finally, attending alone accounted for a higher percentage of the participants than previous studies identified.

The location of the courses while attracting risk-taking older adults, may deter a spouse from attending and result in some participants attending alone.

Previous participation in Elderhostel programs is presented in Table 9. While the majority of participants (37%) had attended one prior program with Elderhostel, 59% of those surveyed had attended more than one Elderhostel program. Only 4% of the sample had no prior participation with Elderhostel.

Table 9
Previous Participation with Elderhostel

Number of Elderhostels attended:	n	%
No prior participation	7	4
One prior program	63	37
Two prior programs	28	16
Three prior programs	17	10
Four prior programs	29	17
More than four prior programs	27	16
total	171	100

Economic Factors

The second section of the survey attempted to determine the relative influence of the participants' economic background on their participation in Elderhostel programs.

Table 10 indicates budget allotment participants had determined for tuition for future educational courses. Sixty-five percent of those surveyed had budgeted in excess of $300 for tuition for future educational activities.

Table 10
Budget for Tuition

Budget Allotment	n	%
Less than $100	5	4
$100 - $200	15	11
$200 - $300	26	20
$300 - $400	46	34
More than $400	42	31
total	134	100

Percentages have been adjusted to reflect the number of responses. In this table, 37 responses were missing.

Forty percent of American participants indicated preparedness to pay more than $400 for a single course while only 27% of Canadians had the same level of commitment.

Of those surveyed, 83% identified that the cost of travel and tuition to the Northwest Territories Elderhostel programs was not a financial burden. Canadians and Americans alike indicated that for them the cost of travel to the Northwest Territories and tuition with Elderhostel did not create a

financial burden. The majority of participants appeared to be prepared to pay more than the $295 tuition for one week of studies and room and board.

The findings determined that travel and tuition are definitely not barriers to participation experienced by the Elderhostel respondents. Elderhostelers are a well educated, travelled and financially secure segment of the older adult population. It appears that Elderhostelers are able and willing to participate in courses requiring travel to course location.

Motivational Factors

The third section of the questionnaire attempted to determine the relative influence of selected factors affecting motivation to attend the Elderhostel programs.

Twenty-eight motivational factors were surveyed. Respondents were asked to identify the degree of influence of each of the factors (see Appendix B for complete frequency tabulations of each factor).

Table 11 presents the various motivational factors ranked in order of the relative influence reported by the respondents. Travel is identified as a primary motivator to participation in Elderhostel programs for 95% of those surveyed (factor #1). This generally supports the research of Rice (1986), and Romaniuk and Romaniuk (1982). However they determined that visiting new places was secondary to course content while participants to Canada North programs appear to view the course location as their primary motivator to attend.

Table 11
Motivational Factors Affecting Participation

Factor	% identifying Much/Very Much Influence
1. To travel to a new place	95
2. Desire to visit this particular geographic area	93
3. To satisfy an inquiring mind	86
4. To seek knowledge	82
5. Learning and cultural activities appealed to me	78
6. Interest due to the course description	76
7. To learn just for the sake of learning	65
8. To complement interests of previous years	61
9. To share common interest with friend	52
10. Elderhostel brochure interested me	48
11. To become acquainted with congenial people	38
12. Desire to attend this particular institution	31
13. To participate in group activity	28
14. Desire to greater challenge life	24
15. To break the routine of my life	23
16. To provide a contrast to my pre-60's occupation	19
17. Spouse/friend urged me to attend	18
18. To fulfill a need for personal associations/relationships	18
19. To supplement a narrow previous education	18
20. To have an inexpensive holiday	12
21. To relive good times in the NWT	10
22. To visit friends and relatives	7
23. To escape television	6
24. To acquire knowledge that will help other courses	6
25. To escape the summer heat at home	4
26. To relive good times at earlier school	4
27. To explore family history	2
28. To live in college dorm	2

The cognitive interests of seeking intellectual challenge and involvement with new experiences (factors #3, #4, #5) were also identified as major factors affecting participation with 78% to 86% of the respondents being influenced "much" or "very much" by those factors. This finding is consistent with research from Hays and Hays (1989). Factors #5, #7 and #8

refer to the concept of lifelong learning. As active older adult learners, the participants appear to view education as personal growth and self development with participants identifying being influenced either "much" or "very much" by these factors 78%, 65% and 61% respectively. The findings are supported by the research of Moody (1987) who determined that education can open new possibilities for older adults.

Social interaction was a significant factor in participation for the Elderhostelers completing this survey. The importance of sharing the experience and learning with other older adults was ranked in the mid-third on the scale of influencing participation. Identified in factor #9 at 52%, factor #11 at 38%, factor #13 at 28% and factor #18 at 18%, the respondents reported being influenced either "much" or "very much" by these social interaction factors.

The findings identified in Table 11 confirm that participants view escaping routine and boredom, heat and television, or reliving school days in dormitories as having the least amount of influence over the decision to participate in Elderhostel. Cross tabulations to compare motivational factors affecting participation with age, gender and citizenship did not identify significant results.

Course Content

Section four of the questionnaire attempted to determine the influence course content had on participation.

When questioned about preferred choices of subject matter, participants overwhelmingly identified "people and cultures of the world"

with 76% identifying this as their first choice. Their second choice, identified in Table 12 was a distant 12% in the category "general interest".

Table 12
Preferred Choices of Subject Matter

Areas of Interest	n	%
People and cultures of the world	122	76
General interest	20	12
Wellness	6	4
Introduction to the computer	6	4
Horticulture	5	3
Living on a fixed income	2	1
total	161	100

Percentages have been adjusted according to the number of responses received. In this table, 10 responses were missing.

Course content areas of "wellness", "introduction to the computer" and "horticulture" received less than 5% of the respondents' primary choice as their preferred subject matter.

The sampled participants were primarily Canadian (65%) with Americans representing 33% of the participants (Table 2: Citizenship page 44). Course preferences according to Canadian and American citizenship are presented in Table 13. Canadians with 77% and Americans with 80% of the respondents identified "people and cultures of the world" as their preferred subject matter in courses.

While Canadians and Americans appear to be strongly interested in courses regarding peoples and cultures of the world, Canadians expressed some interest in other subject areas while American interest in "personal wellness", "living on a fixed income", "computer introduction" and "horticulture" was not significant.

Table 13
Preferred Choices of Subject Matter According to Citizenship

Areas of Interest	Canadians		Americans	
	n	%	n	%
Wellness - you and your body	6	4	0	0
Living on a fixed income	2	1	0	0
Introduction to the computer	5	4	1	1
Horticulture	3	3	2	3
People and culture of the world	75	77	42	80
General interest	9	11	9	17
total	100	100	52	100

n= number of respondents selecting as first choice

Percentages have been adjusted to reflect the number of responses. In this table, all Canadians responded, while 3 American responses are missing.

Course Location

This section endeavoured to determine the impact course location had upon motivating participants.

Elderhostelers indicated a strong preference for travelling to course locations. While the travel component was the primary motivator for participating in Elderhosteler programs, the travel component is directly connected to experiencing something new rather than for social reasons or escape. A full 95% of those surveyed identified travel as much or very much a factor affecting their participation (Table 11, page 53). Over 90% of those surveyed indicated a preference for courses which required respondents to travel as reported in Table 14. Recognizing that participants must have travelled extensively to participate in the Canada North program, it is

reasonable to assume that the sample preferred courses necessitating leaving residence for a few days or more.

Table 14
Course Preference: Travelling Distance to Course Location

Distance to Course Location	n	%
Within a few hours of travel from residence	7	5
Courses which necessitate leaving residence for a few days or more	141	92
total	148	100

Percentages have been adjusted to reflect the number of responses. In this table, 23 responses were missing.

Further data analysis revealed that each age group of the respondents indicated a preference for courses which required travel for a few days or more. Courses necessitating leaving home for a few days or more were highly preferred by both Americans and Canadians.

Organizational Structure and Administrative Procedures

This section presented questionnaire data regarding the impact organizational structure and administration procedures had upon affecting participation.

Age-integrated versus age-segregated course preferences are indicated in Table 15. Of the surveyed participants 57% identified a preference for age integrated courses, while 43% preferred courses for older adults only.

Table 15
Course Preference: Age-Segregated/Age-Integrated

Program Type	n	%
Courses for older adults only	67	43
Courses which include all ages	89	57
total	156	100

Percentages have been adjusted to reflect the number of responses. In this table, 15 responses were missing.

Table 3 (page 45) identified age grouping of respondents. The majority of respondents were between the ages of 65 and 69. While the majority of respondents in Table 15 identified a preference for age-integrated courses, as the ages increased participants identified a increasing preference for age-segregated learning.

Table 16 lists data comparing preference for age-segregated or age-integrated learning to participant age groups. Up until the age group 70 - 74, respondents indicated a slight preference for age integrated learning. By age 70 - 74 participants strongly identified age segregation as their preferred learning environment with nearly 70% of those surveyed selecting that structure.

Further analysis revealed that Canadians were equally in favour of age-integrated and age-segregated courses. Americans on the other hand strongly preferred age-integrated courses.

Table 16
Course Preference: Age-Segregated/Age-Integrated According to Participant Age

Age Category	n	Age-segregated %	Age-integrated %
less than 60	2	50	50
60-64	37	46	54
65-69	60	35	54
70-74	42	43	55
75-79	13	69	31
80-85	3	33	66

Table 17 shows that 95% of the respondents preferred non-credit courses. The findings support the notion of non-evaluative Elderhostel programming.

Table 17
Course Preference: Credit/Non-credit Courses

Preference for credit	n	%
Credit toward degree/certificate /diploma	7	4
Non-credit	151	95
total	158	100

Percentages have been adjusted to reflect the number of responses. In this table, 13 responses were missing.

Both Canadians and Americans indicated a major preference for courses non-credit in value.

As indicated in Table 18, 67% of the respondents specified a preference for instruction less than 20 hours in length while 32% preferred more than 20 hours.

Table 18
Course Preference: Total Hours of Instruction

Hours of Instruction	n	%
More than 20 hours of instruction	46	32
Less than 20 hours of instruction	97	67
total	143	100

Percentages have been adjusted to reflect the number of responses. In this table, 28 responses were missing.

The typical one week course at Elderhostel is approximately 20 hours of direct instruction. This format appears to continue to be the preferred format of those surveyed.

Data indicated that every age group identified a distinct preference for non-credit courses less than 20 hours in length. Differences between course length preferences became apparent when further analysis compared Canadian and American responses. Americans were evenly split in their preferences for courses more than 20 hours and less than 20 hours, however 73% of Canadians indicated a preference for courses less than 20 hours in length.

Of those surveyed, 76% identified they were much or very much influenced to attend as a result of interest due to the course description (Table 10, page 51). As indicated in Table 19, 25% of those surveyed attended Elderhostel within six months of learning about the organization. With nearly 50% of those surveyed confirming their participation within twelve months of learning about Elderhostel, it appears that the reputation of Elderhostel influences participation.

Table 19
Time Lapse
Learning About Elderhostel to Attending

Time	n	%
1 - 6 months	36	25
6 - 12 months	32	22
12 - 18 months	18	13
18 - 24 months	15	10
More than 24 months	43	30
total	144	100

Percentages have been adjusted to reflect the number of responses. In this table, 27 responses were missing.

The time interval between learning about Elderhostel and applying to attend is generally 1 - 6 months (Rice, 1986). Although 30% of Elderhostelers reported waiting more than 24 months before attending, it may be that some were ineligible by age, or were unable to obtain their first choice in registration and chose to wait until their preferred region and month were offered again. The survey of respondents identified that citizenship was not significant regarding the time lapse between first learning about Elderhostel and attending a program.

Table 20 identifies registrants who had received Elderhostel brochures following their initial registration with Elderhostel. Upon learning about Elderhostel prior to attending, 77% of those surveyed indicated that they received Elderhostel brochures.

Table 20
During the Time Lapse Received Elderhostel Brochures

Received Brochures		n	%
Yes		112	77
No		33	23
	total	145	100

Percentages have been adjusted to reflect the number of responses. In this table, 26 responses were missing.

The significance of data in Table 20 becomes clear when compared with the fact that 77% of respondents in Table 21 reported being influenced by the brochure to participate.

Table 21
The Influence of Elderhostel Brochures on Participation

Brochure Influence		n	%
Yes		96	77
No		28	22
	total	124	100

Percentages have been adjusted to reflect the number of responses. In this table, 47 responses were missing.

The importance of course description in the Elderhostel brochure was clearly identified by the respondents. Canadians (81%) appear to be more influenced by the Elderhostel catalogues, brochures and flyers than Americans (75%).

The decision to participate appears to be greatly influenced by both the course content and location (Table 11, page 53). Of little influence in the

decision was the advice of family or friends (Table 11, page 53). The findings with respect to who made the decision to participate are listed in Table 22.

Table 22
Decision to Participate

Decision Maker		n	%
Yours		88	59
Your spouse's		16	11
Jointly		34	23
Other		21	8
	total	171	100

The majority (59%) of those surveyed identified that the decision to participate was self determined. Joint decision with one's spouse accounted for 23% of those surveyed.

Summary of Findings

Table 11 (page 55) listed factors which may have influenced Elderhostel participation in programs in the Northwest Territories. Travel appears to be the principle motivator toward participation. Also highly scored were motivational factors of quest for knowledge and the learning of new cultures. The remaining characteristics in the top third of the motivational factors identified were learning in specific areas of interest as described in the Elderhostel publications.

The majority of respondents were Canadian, female, between the ages of 65 and 69, married but attending with a companion or alone. Seventy-three percent had at least a bachelor degree, and the same percentage had

recently participated in educational activities other than Elderhostel. Humanities topics were the preferred choices in subject matter presented in a short, non-credit format and utilizing an age integrated format. The organizational structure of Elderhostel was felt to motivate participation. The reputation of the Elderhostel organization also appears to positively influence participation. Finally, the cost of travel and tuition to participate in programs in the Northwest Territories was not felt to be a barrier to those who attended.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The following chapter of the report provides a summary of the study which includes a description of the purpose, research methodology and review of the findings. This section is followed by a discussion of the conclusions which may be drawn as a result of the study. The final section of the chapter discusses implications for further research, institutions hosting Elderhostel programs, and Elderhostel Canada.

Summary of the Study

This detailed survey conducted in the Northwest Territories during the summer of 1991 focused upon identifying the motivational factors of participation of 256 Elderhostelers attending programs in seven locations across the N.W.T. This study was designed to provide information to institutions offering Elderhostel programs, Elderhostel Canada and the body of research regarding older adults and education.

Purpose of the Study

The purpose of the study was to identify the factors motivating older adults to participate in Elderhostel programs in the Northwest Territories.

Sub-problem

Further to the purpose of the study, the following sub-problems were identified with respect to their influence upon participation as:

a) the personal characteristics of the participants,

b) the economic backgrounds of those surveyed,

c) the motivational factors of the participants,

d) course content as an influence to participate,

e) course location as an influence, and

f) the influence of the organizational structure and administrative procedures.

Methodology

Elderhostelers participating in programs in the Northwest Territories during the summer of 1991 were requested to participate in the study by completing a questionnaire which guaranteed their anonymity. The seven page questionnaire was introduced and distributed by program coordinators on site. The completed questionnaires were collected for analysis.

The questionnaire was divided into three sections: personal and demographic characteristics; factors of influence related to motivation to participate and; factors related to program participation in the future.

There were 256 participants surveyed with 171 completing all or part of the questionnaire resulting in a return rate of 67%. The quantitative data was recorded through the application of a SPSSx program. Frequency analysis and cross tabulations were completed.

Findings

Personal Characteristics

Of those surveyed in 1991, 65% were Canadian while Americans represented 33% of the participants in Canada North programs. The majority of the participants were between the ages of 65 and 69. Nearly 40% of those

surveyed were over age 70, but participation drastically decreased after age 74. Women participated in Elderhostel programs in significantly greater numbers than men. Of those surveyed, 71% were female. Approximately half of the participants attended in the company of a spouse. Indeed over 70% indicated they were travelling in the company of a spouse or companion. Women were much more likely to travel with a same sex companion. It is significant that as older adults participating in Elderhostel programs in the Northwest Territories 27% were attending alone and of this percentage very few were men. The majority of those surveyed were married. While nearly 60% were married, 28% of the sample identified themselves as widowed. The participants appeared to be very well educated with 74% identifying themselves as having completed post-secondary education. In fact, 60% had completed at least one undergraduate degree.

The majority of those surveyed had participated in one prior Elderhostel program and only 4% were participating for the first time. Participation in four or more programs accounted for 34% of those surveyed.

In summary, personal characteristics of those surveyed indicated that the typical participant was female aged 65-69 years, unmarried and travelling with a female companion or alone. Having completed at least some form of post-secondary education, the participant had attended only one previous Elderhostel program.

Economic Backgrounds

Of those surveyed 83% indicated that the cost of travel and tuition to participate in Elderhostel programs in the Northwest Territories did not create a financial burden for them. When questioned about budgeting for

future educational courses, 65% of those surveyed were prepared to pay in excess of $300.

Motivational Factors

Travel in general was identified as a primary motivator to participation in Elderhostel programs for the majority of those surveyed. Travel to a certain geographic location was also identified as a significant motivator to participation. Participants indicated being considerably influenced to participate by factors such as desire to obtain new knowledge, to satisfy an inquiring mind, to learn for the sake of learning while complementing previous education, and to learn about new cultures. Also in the top third of the factors influencing their participation was the interest in the course description and sharing a common interest with a spouse or companion.

Social interaction was identified as a significant factor in participation for the Elderhostelers completing this survey. Sharing the experience and learning with other older adults were ranked in the mid-third on the scale of influencing participation. The responses confirm that participants view escaping routine and boredom, heat and television, or reliving school days in dormitories as having the least amount of influence over the decision to participate in Elderhostel.

In summary, participants were significantly influenced to participate in courses as a result of an interest in travel particularly to specific geographical locations to learn about different cultures. They expressed interest in learning for its own sake as well as complementing previous education to satisfy their interests while learning with other older adults.

Course Content

When requested to identify course preferences participants clearly identified a preference for courses regarding people and cultures of the world as their first choice. While nearly 80% of the respondents indicated a preference for courses in the humanities, 12% identified curiosity for general interest courses, and very few participants indicated interest in registering for courses regarding such topics as wellness, computer education, horticulture or living on a fixed income. Data analysis revealed that Canadians indicated some interest in courses beyond people and cultures of the world, whereas Americans were not as interested in courses outside of the humanities.

Course Location

Of those surveyed, participants identified a significant influence regarding course location. Travel to certain locations was identified as either much or very much influencing the participation of more than 90% of the respondents. A very significant majority of the respondents indicated a preference for courses requiring travel which necessitated leaving their residence for a few days or more. Both Americans and Canadians in each of the age categories indicated being strongly influenced to attend according to course location.

Organizational Structure and Administrative Procedures

A slight majority of those surveyed indicated a preference for age-integrated courses as compared to courses for older adults only. Canadians demonstrated an equal preference for either format of learning while Americans clearly identified a preference for age-integrated learning. Further

analysis revealed that as participants aged, a preference for age segregated learning appeared.

Non-credit courses were overwhelmingly preferred by the respondents of the survey. As well, the majority of those surveyed indicated a preference for courses less than twenty hours in length. While Americans as a group preferred equally courses more than twenty hours and courses less than twenty hours duration, Canadians distinctly indicated a preference for courses less than twenty hours in length.

Respondents clearly indicated that course descriptions influenced their participation. The majority of those surveyed stated that within twelve months of learning about Elderhostel they had registered with the organization, received brochure(s), identified and registered for a course, and subsequently participated. Canadians appear to be more influenced by Elderhostel brochures than do Americans.

Nearly 60% of the sample stated that the decision to participate was solely theirs. Nineteen percent indicated that the decision was made by a spouse or someone else.

In summary, participants indicated a preference for age-integrated, non-credit courses less than twenty hours in duration. As well, participants appear to be heavily influenced by course descriptions within Elderhostel brochures and the structure of the organization.

Conclusions

Personal Characteristics

Canadian participation in Canada North programs in 1991 is indicated as representing 65% of the sample. A survey completed in 1984 in Atlantic

Canada determined that a mere 16% of the seats were filled by Canadians (Elderhostel Canada, 1990); in 1985 the figure had increased to 25% (Rice, 1986). On a national level Canadians participated in Canadian programs as follows:

1988 47% of the available seats;

1989 48% of the available seats;

1990 48% of the available seats (Elderhostel Facts and Figures, 1990).

The Northwest Territorial participant is more likely to be Canadian than American contrary to Rice's (1986) finding in Atlantic Canada where only 25% of those surveyed were Canadian. The rate of participation by Canadians in Canadian Elderhostel programs is increasing. Furthermore, Canadians are increasing their participation in American programs particularly during the winter program season. In the period 1988-90 Americans had only slightly increased participation rates for the summer and interestingly the winter season (Elderhostel Facts and Figures, 1990). While Canadian Elderhostelers might be expected to participate in warm climate American Elderhostel programs during the winter season, it is not clear why Americans have increased their participation in Canadian programs during the winter program season.

The sample taken from 1991 identified the majority of participants to be between the ages of 65 and 69. Registration information from North American Elderhostelers, Market Facts (1990) stated that the average age of registrants in 1983 was 69 years and that by 1989 the average had not changed significantly. This segment of the population is the traditional retirement age group reaching the mandatory retirement age in Canada and the United States. With 23% of those surveyed between the ages of 60 and 65, the survey identified that the majority of participants were over age 65. It appears that

Elderhostelers between the ages of 65 and 74 are influenced to participate in Canada North programs. Beyond age 74 participation declines drastically.

The rate of population aging in Canada increased in the decade that ended with the 1986 census, when nearly 10.7% of Canadians were aged 65 and over. This figure represented an increase of almost two percentage points over the value for 1976. In contrast, it took 30 years (1946 to 1976) for the percentage of Canadians aged 65 or over to increase by only 1.6 percentage points (Statistics Canada Census, 1986). The rate of population aging in Canada and the United States is expected to increase even more as the soon to be older adult 'baby boomer' population reaches age 60. Canada and the United States are not the only nations with emerging older adult populations. Most European and Asian nations, as well as some countries in Africa and South America are also able to recognize large population projections of adults soon to become older adults. Senior studies including Elderhostel should recognize that a significant portion of the emerging older adult population in the world will be interested in travel combined with learning.

Few married men attended Elderhostel in Canada North programs alone while a significant number of married women attended unaccompanied or with a companion other than their spouse. Attending alone accounted for over 25% of those surveyed. The survey identified that women participants predominate in Canada North programs, however the reasons may extend beyond pure demographics of women outnumbering men as older adults. Participation in Elderhostel programs as older adults appears to be a liberating process. Elderhostel participation can provide an opportunity for older adults to expand their previous knowledge and experience. Older adult women appear to be more dominate than older adult men. As well, Canada North programs appear to influence more older

adults, particularly women, to attend alone than Elderhostel programs in other locations.

While only 4% of the older adult population in Canada participates in educational activities, as a demographic group seniors represent 20% of Canada's adult population (Devereaux, 1985). Dramatically underrepresented in education programs, the older adult in Canada is not participating in either formal or informal educational activities to a significant degree. Elderhostel appears to be an exception to the rule in that high numbers of older adults (26,000) continue to participate in the more than 300 programs offered in Canada in 1991.

The findings indicate a high level of formal education attainment. The study determined that in 1991 more than 60% of those surveyed had completed at least one degree of formal education. The survey generally supports the demographic characteristics identified by Berkeley (1990), Brady (1987) and Rice (1986).

Of those surveyed 85% had obtained at least some formal education beyond high school. Having achieved success or at least some experience in a formal education setting, the Elderhosteler is not intimidated by the structure or setting of the formal learning environment. Although not interested in returning to a formal credit approach to learning, the typical Elderhostel is in effect a product of the lifelong learning concept. Brady (1987) identified an important motivational factor for the Elderhosteler as being an expansion of one's self-concept. Many retirement aged adults view themselves as unable to participate in college-level instruction. Of those who participated in the survey, only 15% had secondary school or less. Clearly, this sample represents a well educated segment of the older adult population and contained few of the reluctant learners with either limited education or whose memories of

education are negative. Elderhostel appears to influence well educated older adults to participate.

Elderhostelers appear to enjoy participation and are influenced to continue participation. As well, it appears that a significant number of those surveyed (37%) had only participated in one prior program and that Canada North programs may influence new Elderhostelers to attend.

Economic Backgrounds

Questions regarding the economic backgrounds of those surveyed indicated that the cost of travel and tuition to Elderhostel programs in the Northwest Territories were not felt to be barriers to participation. While the cost of tuition including room and board for a one week program with Elderhostel was a mere $295, the expense of travel and additional overnight accommodation could become significant. From discussions with Elderhostelers, the researcher determined that on average Elderhostelers spent an additional $1,000 each during their travel and visit with Canada North programs. It would appear that of those surveyed, the majority had a significant discretionary income for education and travel purposes and were influenced to participate in Canada North programs. Of those surveyed, the participants did not appear to experience a financial burden as a result of participating in Canada North programs.

Motivational Factors

The motivational factors of those surveyed identified that travelling to a new place with a companion or spouse to learn about a culture readily influences participation. The participants appeared eager to learn for the sake of learning and to complement previous interests. The respondents provided

a clear sense of the motivational factors which prompted them to participate in Elderhostel programs. Ninety-five percent of the participants identified travel and 93% of those surveyed indicated their interest in that particular geographical area not as a means of escape but rather as an opportunity to learn about new places and cultures of interest to them. As well, the study determined that seeking intellectual challenge, involvement with new experiences, and the pursuit of meaningful social relationships, all examples of cognitive interest, were primary motivational factors in attending Elderhostel programs.

Course Content

Course content was very clearly identified as crucial to motivating participation. Courses concerning people and cultures of the world were distinctly preferred by those surveyed while courses regarding computers, living on a fixed income, horticulture and personal wellness were given very low priority. The traditional stereotype of the older adult as being unable to learn new things and generally interested in gardening and personal issues of health and income does not appear to fit the Elderhostel model.

Course Location

The influence of course location was reinforced by the participants. Travel to new geographic locations to study people and cultures of the world was distinctly preferred by those surveyed. The majority of those surveyed were interesting in travelling to the Northwest Territories.

Organizational Structure and Administrative Procedures

The participants surveyed were encouraged by the institution of Elderhostel and positively influenced by the publications provided by the organization. Although the majority of Elderhostel programs are age-segregated, participants indicated a preference for age-integrated learning. Non-credit courses less than 20 hours in length were also identified as the preferred format. While the subjects supported the existing structure of the learning environment, they also provided suggestions for improvement which will follow this section.

General Conclusions

Many older adults are interested in continuing their education. This is particularly true of older adults who have experienced previous formal education. While they prefer to travel to the learning environment, they are critical in their selection of course content, season, and course location. Demonstrating a priority for courses in the humanities, Elderhostelers seek expressive goals in learning. These older adult learners show a distinct preference for non-formal education utilizing short course time frames, non-credit format and interestingly display a preference for age-integrated learning. In addition, Elderhostelers as a group are not only better educated than the majority of their counterparts, they are financially better off. Elderhostelers have responded positively to the institutional brochures and catalogues and appear to be positively affected by the Elderhostel organization and the host institution providing programming.

The study determined that Elderhostelers once they have attended a program are likely to continue learning either through Elderhostel or some other continuing education activity. Older adults who report the most

learning are individuals who have set clear goals for themselves, who choose programs because of the reputed quality of the institutions sponsoring those programs, and who select Elderhostel programs because of the specific curricula and course location offered.

Relative to lifelong learning, the survey supports the linkage between education and further or continuing education. Peterson (1987) hypothesizes that the older adult population is likely to be served by colleges and universities though not necessarily as degree or credit students. Who will provide educational activities for the older adult in a non-credit program format becomes an interesting question. The survey supports Peterson's suggestion that structures similar to Elderhostel are more appropriate for the older adult than degree/diploma granting education because they focus on content of interest to older adults, eliminate unnecessary admission requirements and classroom assignments and avoid the use of formal evaluation - all issues associated with the funding formulas in colleges and universities.

Implications

Topic areas presented in this final section will provide implications and recommendations for:

a) further research,

b) institutions hosting Elderhostel programs, and

c) Elderhostel Canada.

Recommendations for Further Research

It was identified during the study that Canadian Elderhostelers are continuing to increase their participation in Canadian programs. Further research to determine the factors which motivate Canadians to increase their participation in national programs would assist program planners to meet the needs of the Canadian Elderhosteler.

While it is clear that the majority of the Elderhostel participants were over age 65, it is not clear why the 60 - 64 year old group does not participate in significant numbers. Perhaps the traditional retirement age of 65 reduces their participation; however the vast majority of Elderhostelers were very well educated and appeared financially secure and presumably able to retire by age 60 or earlier. Research to determine the factors which influence each age category of older adults, specifically the 60 - 64 year old group, would add to the body of knowledge for program planners.

Significant for further study is the influence of gender in participation. Research in the area of life stages and education suggests that men and women differ in their development and pursuit of learning. During the life cycle the needs and uses of education shift for men and women. The survey determined that women predominate in Elderhostel however the reasons extend beyond pure demographics of women outnumbering men. Older adult women appear to become more dominant and more instrumental in influencing decisions to participate. As well, they appear to gain increased autonomy and self-confidence. It appears that men and women differ in their approaches to aging and education preferences. Experience from the Elderhostel programs provided in Canada North suggests that further research is needed in the area of gender and educational preferences of the older adult. As well, research needs to determine whether the current

patterns of aging and life stages for the older adult female and male will continue for the next generation of Elderhostelers.

The participants surveyed identified motivational factors affecting their participation. Further research to study the factors which motivate older adult participation in educational programs specifically Elderhostel is needed.

The findings confirmed the preferred learning environment of the older adult. While the Elderhosteler prefers a short, non-credit, age-integrated learning environment, the majority of Elderhostel programs are age-segregated. Research to clarify this preference would assist program planners. As well, limited research has been conducted to determine the learning preferences of Elderhostelers. Formal research to determine the unique learning environment preferences of Elderhostelers would improve the abilities of the instructor to present and the participating institution to provide a quality learning experience.

There is an identifiable need to provide learning activities for the 96% of the older adults who constitute the majority of this age group and do not participate. Elderhostel has begun this project focus with the development of Institutes for Learning Retirement. In addition to this approach, senior studies institutes and community-based education for older adults have begun to reach out to older adults. While study tour approaches to adult learning sites such as Elderhostel are popular with a small portion of the older adult population, community-based learning is able to bring learning opportunities to the majority of older adults, many of whom are reluctant participants. The results of the research for the survey support Courtenay (1990) that it is more likely that these participants will begin their activities at the community level and perhaps expand to the study tour model, than to

initiate their learning with extensive travel tours. Further study to assist community-based education for older adults would assist organizations in developing this approach.

In 1986 there were 210 program weeks of Elderhostel offered in Canada. By the end of 1993 there will be more than 1,050 program weeks available for older adults in Elderhostel. The traditionally low participation rate of older adults in educational activities is offset by the phenomenal growth of Elderhostel. Elderhostelers have demonstrated their capacity to learn new things. They recognize their own growth and broadening intellectual interests. These new forms of expression for many have led to new forms of freedom. Learning late life is no less important than in previous adult stages. Further study to research the development of educational programs for the older adult will add to the body of knowledge.

By the year 2011 almost 9.1 million of the more than 32.4 million people in Canada will be older than 55 years of age (Statistics Canada, 1990). This will represent 28% of Canada's population. In comparison, in 1981 only 4% of the population was beyond 64 years of age. While the existing older adult population continues to prefer expressive goals of learning for its own sake, the preferences of the generation soon to become older adults appear to be instrumental in nature. Their preference for instrumental goals may be a result of career aspirations or expectations. Research associated with this study indicates that as this adult group reaches Elderhostel age they may not automatically retire at age 60 or 65. While they may be eligible to participate in Elderhostel programs, they may also continue to be employed and therefore their educational needs may be focused upon instrumental goals with an external objective rather than expressive goals currently preferred by the retired older adult. Indeed many adults may never fully retire! Further

research into the course preferences of the adult group about to become older adults would provide strategic planning for Elderhostel and other organizations preparing to provide educational programs for the older adult.

Recommendations for Institutions Hosting Elderhostel Programs

It would appear that previous exposure to formal education encourages people to continue learning as older adults. Given that a significant portion of the current adult population have experienced formal education, it is entirely likely that programs such as Elderhostel will grow in popularity as the next generation of older adults ages. This anticipated growth will place demands upon Elderhostel and cooperating institutions. Recognizing that the majority of the current 300 institutions (Elderhostel Fact Sheet, 1990) offering Elderhostel programming are community colleges and universities, pressure will be placed upon host institutions to increase program offerings and services. The ever larger older adult population will seek out programs providing lifelong learning opportunities and indeed may demand that resources be made available to them. Institutions of higher learning are already experiencing difficulty attempting to meet the needs of the traditional higher education population under steadily declining resources.

The survey conducted identified that Elderhostelers are very well educated. Elderhostel and other educational activities designed to serve the needs of the active elderly must be developed to meet the demands of the rising population of older adults who with a high degree of formal education and a considerable discretionary income will be seeking to pursue lifelong learning. While it is not a requirement of Elderhostel for programs to provide pre-reading or a reference list of reading materials, it has become

standard in Canada North programs to develop and provide such information. Following course completion, Elderhostelers often become 'ambassadors' for the north. Topic such as Aboriginal self-determination, renewable and non-renewable resources and other social issues either presented in courses or during discussion groups are often taken up by the Elderhostelers when they return south. Organizations are beginning to recognize older adults as volunteers and advocates. Host organizations for Elderhostel programs should begin to recognize the value and strength of the older adult population participating in their programs.

As early as 1956, Donahue identified the situation as "literally, at the present time much more is available to older people in the way of education, recreation, health programs etc than is being used by them. The task is how to motivate the aging person to want to take the initial step required to become a member of such groups and programs" (p. 200).

The task facing Elderhostel and other organizations offering similar educational activities for the older adult is not unlike that which faced Donahue in 1956 and is today how to attract the older adult to participate.

Institutions hosting Elderhostel must be prepared to meet the unique learning needs of the older adult. In an effort to provide lifelong learning opportunities and to meet the educational needs of a growing marketable demographic group, colleges and universities, not-for-profit organizations, and private facilities are expanding their program offerings specifically for the older adult. Education is recognized as a stimulus to maintain functional effectiveness in the older adult; however, a lack of understanding still exists regarding learning abilities, barriers to learning and environmental modifications necessary to encourage positive educational outcomes specifically for the older adult. Sensory impairments are common in the

elderly population and may affect accuracy and speed of learning. The gradual hearing loss can substantially interfere with a person's ability to understand speech, particularly if background noise is present. Hearing impairment combined with a narrowing visual field, sensitivity to low quantities of light and sensitivity to flicker, affect a learner's ability to concentrate. For those older adults who are confronted with multiple problems in socioeconomic, psychological, physical or cultural differences, coping with these problems requires energy that might otherwise be available for new learning. Institutions providing programs, and instructors facilitating learning must make modifications in the living and learning environments of the Elderhosteler. With the recognition of the uniqueness of the Elderhosteler, institutions must provide training to their instructors and support staff to sensitize them regarding older adult needs.

The characteristics of older adults participating in Elderhostel identify a well educated, well travelled, healthy portion of the senior population with a discretionary income. There are many parallels to be made between the current Elderhostel population and a significant portion of the existing baby boomer population about to become older adults. Increased access to further education, a significant discretionary income, multiple retirement pensions and an interest in lifelong learning associated with travel are characteristics of many current baby boomers. It remains to be seen whether a significant portion of the baby boomers will adopt the Elderhostel model of lifelong learning. Research of the baby boomer population to determine their preferences for lifelong learning may help organizations and institutions prepare for them.

Recommendations for Elderhostel Canada

As an organization, Elderhostel regulates tuition, room and board costs, and additional program expenses to the participants. While recognizing the phenomenal growth of Elderhostel, many organizations and institutions considering participating with Elderhostel are reluctant to commit due to the narrow profit margin. The study determined that Elderhostelers definitely do not view travel and tuition costs as barriers to participation in either Atlantic Canada or Canada North. The extremely high costs of hosting Elderhostel programs in the Northwest Territories requires a substantial increase in the tuition cost currently regulated by Elderhostel Canada. During the summer of 1991, registration was at capacity. As well, there was a demand for an additional 649 seats. This would suggest that tuition could be increased for programs in Canada North thereby attracting more organizations to participate in Elderhostel.

Elderhostel currently offers hostelships to registrants. These hostelships are available to Elderhostelers requesting financial assistance in order to register for courses. Cross (1984) determined that educational costs were felt to be barriers to participation by older adults. Interestingly, Elderhostelers do not deplete the annual subsidies available through the hostelship program. Perhaps it is their reluctance to request financial subsidy or more likely it is because as a group, Elderhostelers are quite wealthy compared to national standards. Whatever the cause, Elderhostel Canada should consider significantly increasing tuition costs for Canada North in order to encourage program development while at the same time attempting to reduce the reluctance of Elderhostelers to access the hostelship fund.

The survey determined that the participants, although attending an age-segregated program, preferred an age-integrated program. Elderhostel has

begun to offer age-integrated programs and these should be carefully evaluated to determine their strengths and weaknesses.

Research regarding the personal characteristics of Elderhostels has identified a high level of education among its participants. Older adults with limited formal education do not appear to participate in Elderhostel to the same extent as those with post secondary education experience. It appears that the lack of experience in formal education deters those with lower levels of education. It may be that older adults with lower levels of education also have less discretionary income resulting in their limited participation. Elderhostel Canada has attempted to address this characteristic with the development of the institute model of older adult participation at the community level. This approach appears to be a positive step for the older adult with limited formal education in their pursuit of lifelong learning.

Recognizing the course content preferences of the surveyed participants, clearly the results indicate that courses in Canada North should contain cultural content specific to Aboriginal people. Associated with this notion is the increasing interest in southern Canada regarding both Aboriginal peoples and their cultures, and the concern for the northern environment. Elderhostel Canada, in anticipating this trend, would do well to encourage course development in these areas. Interesting comparisons can also be made between Aboriginal development in various circumpolar locations. Elderhostel Canada should continue its research into international programs studying circumpolar people which could be linked with programs available in Canada's north.

One of the weaknesses of Elderhostel in Canada North is its absence of Aboriginal older adult participation. Certainly Aboriginal older adults participate as course leaders or sources of information, but their participation

as registered Elderhostelers is limited. The current practice of 'walk-ons' allows for older adults living in the course vicinity to register and participate at a reduced rate. Elderhostel Canada should consider the further encouragement of Aboriginal older adults as Elderhostel participants.

Final Comment

In conclusion, while this study focused upon the motivational factors of Elderhostelers participating in programs in the Northwest Territories, it attempted to provide a better understanding of the older adult participating in educational programs overall. The success of Elderhostel in providing programs for the older adult is evident. The results of this study have added to the body of research available regarding older adult education. As in all research, this study raised questions. In as much as we are able to identify the motivational characteristics of the current older adult participating in Elderhostel, further research must determine if Elderhostelers are unique among older adults. On a much broader scope, the question of the motivational characteristics of the age group approaching older adulthood needs much study. Eldergogy (Yeo, 1982) as a research area will gain in importance in North America as the current population reaches old age.

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APPENDIX A

Questionnaire

Dear Elderhosteler:

As an Elderhostel Coordinator at Aurora Campus of Arctic College for the past two years, I have been very interested in reasons why Elderhostelers attend programs offered in the Northwest Territories. I am currently conducting research through the University of Alberta to determine the reasons for your participation in our programs. The results of this study will help educational institutions conduct better programs for persons 60 years of age and older.

Attached you should find a questionnaire for your completion. You are under no obligation to complete any or all of the questions. The questions do not call for your name or address and the survey will not identify people personally. If you are interested in the results of this questionnaire please leave your name and address with the Elderhostel Coordinator.

The questionnaire is to be distributed on Tuesday and I ask that if you are willing to complete it, you return it to the Coordinator by Wednesday evening. I very much appreciate your contribution of time and effort in completing the questionnaire.

Best Regards,

Bill Stinson
Arctic College - Aurora Campus

CANADA NORTH REGIONAL OFFICE
Arctic College, Thebacha Campus
P.O. Box 600, Fort Smith, Northwest Territories X0E 0P0

ELDERHOSTEL QUESTIONNAIRE

Please be frank. There are no right or wrong answers.

CITIZENSHIP: Canadian ____
American ____
Other (please specify) _____

AGE: Younger than 60 ____
60 - 64 ____
65 - 69 ____
70 -74 ____
75 -79 ____
80 - 84 ____
85 - 89 ____
90 - 94 ____
95 or older ____

A. SEX: Male ____
Female ____

B. PRESENT MARITAL STATUS: Married ____
Divorced ____
Widowed ____
Single ____

C. HIGHEST LEVEL OF FORMAL EDUCATION ATTAINED:
i) Secondary School or less _____
ii) Post Secondary School _____
Please specify _____

D. ATTENDING ELDERHOSTEL WITH: Spouse _____
Companion _____
Alone _____

E. NUMBER OF ELDERHOSTELS ATTENDED:

Please circle the number of programs you have attended prior to this program?

1 2 3 4 more than 4

Thinking back to when you sent in your application to attend this program, please indicate the extent to which each of the reasons listed below influenced your decision to participate. Please read the reasons carefully and circle one of the numbers opposite each statement.

		LEVEL OF INFLUENCE				
		Very Much	Much	Moderate	Little	Very Little/None
1.	To seek knowledge	5	4	3	2	1
2.	To share a common interest with a spouse or friend	5	4	3	2	1
3.	To relive good times in the NWT	5	4	3	2	1
4.	To satisfy an inquiring mind	5	4	3	2	1
5.	To supplement a narrow previous education	5	4	3	2	1
6.	To acquire knowledge that will help other courses	5	4	3	2	1
7.	To fulfil a need for personal associations and relationships	5	4	3	2	1
8.	To escape the summer heat at home	5	4	3	2	1
9.	To participate in group activity	5	4	3	2	1
10.	To escape television	5	4	3	2	1

Thinking back to when you sent in your application to attend this program, please indicate the extent to which each of the reasons listed below influenced your decision to participate. Please read the reasons carefully and circle one of the numbers opposite each statement.

		Very Much	Much	Moderate	Little	Very Little/None
11.	To explore family history	5	4	3	2	1
12.	To become acquainted with congenial people	5	4	3	2	1
13.	To visit with friends and relatives	5	4	3	2	1
14.	To break the routine of my life	5	4	3	2	1
15.	To provide a contrast to my pre-60's occupation	5	4	3	2	1
16.	to travel to a new place	5	4	3	2	1
17.	To complement interests of previous years	5	4	3	2	1
18.	To learn just for the sake of learning	5	4	3	2	1
19.	To live in a college dorm	5	4	3	2	1
20.	The course description interested me	5	4	3	2	1

Thinking back to when you sent in your application to attend this program, please indicate the extent to which each of the reasons listed below influenced your decision to participate. Please read the reasons carefully and circle one of the numbers opposite each statement.

		Very Much	Much	Moderate	Little	Very Little/None
21.	My spouse/ friend urged me to attend	5	4	3	2	1
22.	I wanted to attend this particular institution	5	4	3	2	1
23.	I wanted to visit this particular geographic area	5	4	3	2	1
24.	I wanted greater challenge in my life	5	4	3	2	1
25.	The descriptions of program experiences in Elderhostel brochures encouraged me to attend	5	4	3	2	1
26.	To have an inexpensive holiday	5	4	3	2	1
27.	To relive good times at earlier school	5	4	3	2	1
28.	The combination of learning and cultural activities appealed to me	5	4	3	2	1

29. If you were going to take another course in the future, please list the following as your first, second, third, fourth and fifth choices:

Wellness - You and Your Body _____
Living on a Fixed Income _____
Introduction to the Computer _____
Horticulture _____
Peoples and Cultures of the World _____
Other _____

30. In the following blocks of two choices, please indicate ✓ the one which appeals to you the most:

a) courses for older adults only _____

courses which include people of all ages _____

b) credit toward a degree/certificate/diploma _____

non-credit taken for personal reasons only _____

c) courses of more than a total of 20 hours of instruction _____

courses of less than a total of 20 hours of instruction _____

d) courses which are within a few hours travel from your home _____

courses which necessitate leaving home for a few days or more _____

31. a. In recent years have you participated in educational activities other than in Elderhostel?

Yes _____
No _____
If yes, what were they? _____

b. If yes, was this before or after you first participated in Elderhostel?

Yes _____
No _____

32. If you can, please indicate the time lapse between first learning about Elderhostel and sending in your first application to attend a program:

1 - 6 months _____
6 - 12 months _____
12 - 18 months _____
18 - 24 months _____
More than 24 months _____

During this time, did you receive catalogues, brochures and flyers from Elderhostel?

Yes _____
No _____

If yes, do you think that these had any influence in your sending in your first application? For example, did the articles about the experiences of others or the general conversational tone of the publications spark your interest?

Yes _____
No _____

33. If you were going to take any kind of education course in the future, what is the maximum fee you would be able to budget for tuition?

Less than $100 _____
$100 - $200 _____
$200 - $300 _____
$300 - $400 _____
More than $400 _____

34. Did the total cost of travel to the Northwest Territories and the payment of the Elderhostel registration fee create a financial burden for you? That is, did you have to severely restrict doing other things because you were saving to take this program?

Yes _____
No _____

35. Was the decision to participate in Elderhostel

Yours _____
Your spouse's _____
Others' (Please identify) _____

Any information you wish to add which you think might be helpful in the organization of future programs for older adults would be welcomed.

APPENDIX B

Motivational Factors

DEGREE OF INFLUENCE OF MOTIVATIONAL FACTORS

Factor #1: to seek knowledge		n	%
Degree of influence			
Very little - none		4	3
Little		2	1
Moderate		24	15
Much		53	33
Very Much		79	49
	total	162	100

Factor #2: to share a common interest with spouse/friend			
Degree of influence			
Very little - none		35	23
Little		17	11
Moderate		22	14
Much		46	30
Very much		34	22
	total	154	100

Factor #3: to relive good times in the Northwest Territories			
Degree of influence			
Very little - none		113	79
Little		8	5
Moderate		9	5
Much		3	2
Very much		11	8
	total	144	100

		n	%
Factor #4: to satisfy an inquiring mind			
Degree of influence			
Very little - none		4	2
Little		1	1
Moderate		18	11
Much		45	28
Very much		95	58
	total	163	100
Factor #5: to supplement a narrow previous education			
Degree of influence			
Very little - none		65	43
Little		27	18
Moderate		32	21
Much		15	11
Very much		11	7
	total	150	100
Factor #6: to acquire knowledge that will help other courses			
Degree of influence			
Very little - none		93	62
Little		25	17
Moderate		22	15
Much		4	3
Very much		5	3
	total	149	100
Factor #7: to fulfill a need for personal associations and relationships			
Degree of influence			
Very little - none		58	36
Little		39	24
Moderate		32	20
Much		18	11
Very much		12	8
	total	159	100

		n	%
Factor #8: to escape the summer heat at home			
Degree of influence			
Very little - none		126	83
Little		9	6
Moderate		10	7
Much		5	3
Very much		1	1
	total	151	100
Factor #9: to participate in group activity			
Degree of influence			
Very little - none		42	27
Little		17	11
Moderate		54	35
Much		29	19
Very much		14	9
	total	156	100
Factor #10: to escape television			
Degree of influence			
Very little -none		123	81
Little		14	9
Moderate		6	4
Much		1	1
Very much		8	5
	total	152	100
Factor #11: to explore family history			
Degree of influence			
Very little - none		143	95
Little		4	3
Moderate		1	1
Much		1	1
Very much		1	1
	total	150	100

		n	%
Factor #12: to become acquainted with congenial people			
Degree of influence			
Very little - none		21	13
Little		19	12
Moderate		62	38
Much		38	24
Very much		22	14
	total	162	100
Factor #13: to visit friends and relatives			
Degree of influence			
Very little - none		139	89
Little		2	1
Moderate		4	3
Much		5	3
Very much		6	4
	total	156	100
Factor #14: to break the routine of my life			
Degree of influence			
Very little - none		59	37
Little		21	13
Moderate		45	28
Much		22	14
Very much		14	9
	total	161	100
Factor #15: to provide a contrast to my pre-60's occupation			
Degree of influence			
Very little - none		90	57
Little		15	10
Moderate		22	14
Much		17	11
Very much		13	8
	total	157	100

		n	%
Factor #16: to travel to a new place			
Degree of influence			
Very little - none		2	1
Little		3	2
Moderate		4	2
Much		34	20
Very much		126	75
	total	169	100
Factor #17: to complement interests of previous years			
Degree of influence			
Very little - none		29	18
Little		8	5
Moderate		25	16
Much		50	31
Very much		47	30
	total	159	100
Factor #18: to learn just for the sake of learning			
Degree of influence			
Very little - none		14	8
Little		11	7
Moderate		33	20
Much		39	24
Very much		68	41
	total	165	100
Factor #19: to live in a college dorm			
Degree of influence			
Very little - none		131	85
Little		8	5
Moderate		13	8
Much		1	1
Very much		1	1
	total	154	100

		n	%
Factor #20: interest due to the course description			
Degree of influence			
Very little - none		5	3
Little		2	1
Moderate		32	20
Much		66	40
Very much		59	36
	total	164	100
Factor #21: spouse/friend urged me to attend			
Degree of influence			
Very little - none		85	55
Little		18	12
Moderate		24	15
Much		13	8
Very much		15	10
	total	155	100
Factor #22: desire to attend this particular institution			
Degree of influence			
Very little - none		66	42
Little		19	12
Moderate		24	15
Much		23	15
Very much		25	16
	total	157	100
Factor #24: desire to visit this particular geographic area			
Degree of influence			
Very little - none		0	0
Little		2	1
Moderate		9	5
Much		21	12
Very much		137	81
	total	169	100

		n	%
Factor #24: desire to greater challenge life			
Degree of influence			
Very little - none		47	30
Little		27	17
Moderate		46	30
Much		17	11
Very much		20	13
	total	157	100
Factor #25: course description in the Elderhostel brochure appeared interesting			
Degree of influence			
Very little - none		23	14
Little		22	14
Moderate		38	24
Much		39	24
Very much		39	24
	total	161	100
Factor #26: to have an inexpensive holiday			
Degree of influence			
Very little - none		68	44
Little		19	12
Moderate		48	31
Much		13	8
Very much		6	4
	total	154	100
Factor #27: to relive good times at earlier school			
Degree of interest			
Very little - none		131	86
Little		10	6
Moderate		6	4
Much		5	3
Very much		1	1
	total	153	100

		n	%
Factor #28: the combination of learning and cultural activities appealed to me			
Degree of interest			
Very little - none		5	3
Little		3	2
Moderate		30	18
Much		51	31
Very Much		78	47
	total	167	100